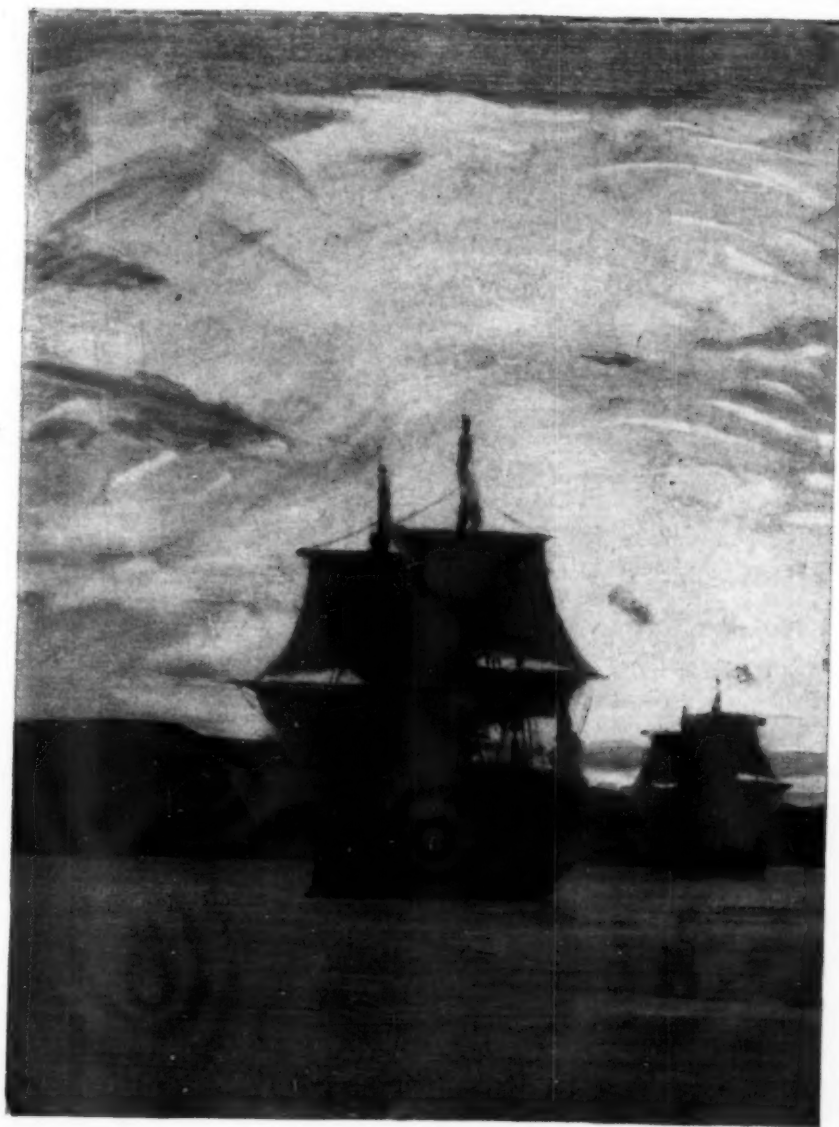


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No. III



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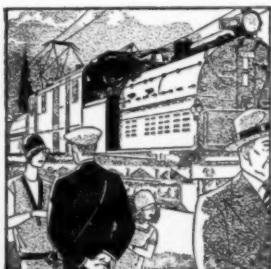
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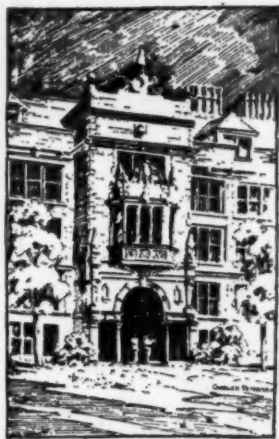
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Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XIV

MARCH, 1928.

NO. 3

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EDITORIAL

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In compliance to a wish of the Executive Committee Secretary Carter has written the following letter to the county su-

perintendents. Any effort the county superintendent makes is not going to be as fruitful as it should be unless it is backed up by the teachers. Be sure to get to each member of your school board before he goes to the school board convention. Sell him if possible. We will be glad to send you the subscription form, or you can get one from your county superintendent, or you can simply send us the names and addresses of your directors with the two dollars if it is a three director board or four dollars if it is a six director board. That procedure will insure their receiving *The School and Community*. That will help the county superintendent get others at the county convention.

Here is the special offer as embodied in Mr. Carter's letter:

Columbia, Missouri
February 21, 1928

Dear County Superintendent:

A number of County Superintendents have requested that we send out blanks for the enrollment of school board members. I am pleased to send you these blanks now. At your School Board Convention this spring I shall appreciate it if you will get someone to discuss the matter of membership with your school board members. Will you please write and tell me the name of the person who will discuss the school board membership? You would be good to discuss the matter yourself.

It has been felt for a long time that we would be able to accomplish much more in the matter of legislation if we had school board members on our *SCHOOL AND COMMUNITY* mailing list. The Executive Committee has therefore arranged to send the *SCHOOL AND COMMUNITY* to each of the three school board members and the clerk in the rural districts for \$2.00. In districts having six board members and a secretary *THE SCHOOL AND COMMUNITY* will be sent for a year to each one for \$4.00. A number of districts are paying for these subscriptions out of the incidental fund and after reading their copies are turning them over to the school library. I am sure there will be a large number of school directors who will wish to take subscriptions on this very liberal plan. Please write me and send information requested below.

With best wishes and thanking you, I am

Sincerely yours,
E. M. CARTER.

THE FEBRUARY issue of The Missouri Club Woman, which is the official publication of the Missouri Federation of Women's Clubs, is a special public welfare number featuring the splendid work that this

THE MISSOURI CLUB WOMAN organization has done for crippled children under the leadership of Mrs. Charles W. Greene, State Chairman of the Public Welfare Committee.

In 1925 many counties of the state made a survey under the supervision of county organizations of the Federated Clubs, and, as a result of that information, some 300 children too poor to pay individually for corrective treatment have received hospitalization. These excellent women have found ways to provide braces for those who need them, at an expense of hundreds of dollars, they have secured the necessary transportation and by one means or another have found ways to meet the heavy expenses incident to hospitalization. The work thus done has a large economic value but its real value must be thought of in terms of helpless children made happy, of overflowing hearts, and shining childish faces smiling at the dawn of a brightened day.

From where the writer of this editorial sits may be seen, on warm, sunshiny days, a group of these children being treated by the Crippled Children's Service of the University Hospital. They are there in their chairs, on their cots, their crutches or trying their new braces each absorbing the strengthening rays of the sun and enjoying the cheer of the other sort of sunshine dispensed by the attending nurses, physicians, and teachers.

The county superintendents, the teachers and the local clubwomen who have made contacts with this and other hospitals possible for the little unfortunates should feel a tremendous satisfaction in having had a part in such a work.

Since the survey was made in 1925 there has been a scourge of infantile paralysis, tuberculosis has done its deadly work on little backs, and deformed bodies have come into the world. Mrs. Greene is trying to get a new and more thorough survey of the whole state made. The school people will be called upon again to assist

in making this survey. Teachers, county superintendents and city administrators have many calls for their time, not every-one of which is as worthy as will be this call, they are the goats for everyone's sins and the media for all sorts of propaganda. But here is a work that challenges their sympathy for childhood and one which will have their full and sincere cooperation.

A GAIN COMES the Associated Industries of Missouri bearing evidence in the form of tables, charts and statements to show that if a given part of State expenditure remains relatively constant while the total of all items is increased

the ratio of the constant item to the increased total of all items is decreased. By their logic one readily perceives that while a nickel is a twentieth of a dollar it is only a fortieth of two dollars.

This last study of the Associated Industries shows that Missouri's eleemosynary institutions are getting a smaller part of the total expenditures of the state government now than they got when the state was spending nothing for roads, nothing for soldiers' bonus, nothing for game and fish protection, nothing for blind pensions and before the cost of materials and labor had doubled. We wonder "what causes that?"

Previously their battery of brains had attacked a similar problem with reference to the schools and it was there discovered that a like condition existed with regard to the State's expenditure for education, namely, that while the State's total expenditures for all purposes had increased about ten times during the last 25 years the State's expenditure for education had not increased so much and was therefore a smaller fraction of the whole than in 1901-2.

No doubt this patriotic organization will continue throwing the flood light of its intellect around in the dark places until it discovers that Governor Dockery in 1901-2 received as salary the princely sum of one tenth of one per cent of the then total State expenditure while poor Governor Baker is being paid only one one-hundredth of one per cent of the total sum

spent by the State for all purposes. So it will be found, no doubt for each officer, department, and board.

But the crux of the whole matter, according to the experts of the A. I. M., is this: The schools are short, the hospitals are short (and they will yet show that the governor, the supreme judges, and all state officers including the legislature are short by the same logic) because of the other fellows waste. Therefore the program of the A. I. M. must be adopted for by so doing the hospitals will get enough out of what is saved on the schools and other departments to supply their needs; the schools will get enough out of what is saved on the hospitals and other departments to supply their needs; the Governor will get enough out of what is saved from the schools and hospitals and other departments to supply his shortage in

salary, and so on until the whole round is made and every body will be happy, prosperous and fat. Then will this grand, glorious, great and imperial commonwealth be supporting education as it should, then our unfortunates will have proper housing, good food, and good fare, then will the governor continue to have a salary which (while it may be no more in dollars and cents than at present) will be a much larger part of the total expenditure than it now is. And, Ladies and Gentlemen, my heart swells and the tears will not withhold themselves as I declare to you this will all be done without raising taxes! It's so simple. Just like the two brothers who got rich trading with each other. Like all really great ideas, it leaves us wondering why someone hadn't thought of it before.

Families, Not Faculties, Blamed for Low Level in Colleges

"MOST OF OUR students come from families having none to great an intellectual curiosity and, above all, from a group which is eminently satisfied with things as they are," asserts Robert Cooley Angell writing in the March FORUM on "Roots of College Evils." "It is small wonder," he concludes, "that their sons and daughters have not realized the need for constructive thinking."

Professor Angell's article establishes an exoneration of the college from the charge that the low level of culture in American life is caused solely by the failure of American education. In so far as our college education is a failure, that failure is due, primarily, to the lack of cultural background in the American family.

He recognizes that student thought is disorganized, that students generally are quite content to leave "the consecration of learning" to the faculty members while they allow their emotions to be absorbed in athletic contests, society dances, and other thrill producing experiences. But, thinks Professor Angell, this attitude has been brought to the college with the student, and not produced in the student by the college.

Among the characteristics of the present time which are asserting the influences on the college student are mentioned: Haste, which has grown out of our attempt to understand all of a complex life which has been extended by improved means of communication to include the whole world; this haste breeds superficiality. Love of excitement has been produced by the same conditions that have produced haste. Commercialism has brought about a devotion to the immediately practical and a corresponding lack of concern for the deeply vital. The breaking up of neighborhood groups, and family circles has popularized organizations for the purpose of providing companionship and this has produced an independence from parental control and traditional sanctions while it has increased conformity to group customs and developed "flapperism."

In this article it seems that Professor Angell has gone deeper in to the causes of certain undesirable conditions than has any other of the numerous writers on this subject that we have read. The fact which he points out "that higher education in America has entered upon a promising era of self-appraisal" is one of the most hopeful signs and Dr. Angell's analytic article is a distinct contribution to the problem.

WHO PAYS THE TAXES?

WE HEAR SO much sob stuff nowadays about the "Taxpayer," an ever recurrent pre-election experience, that Superintendent McAndrews' little dramatization of the subject was particularly enjoyable. Mr. McAndrew in addressing the School Administrators recently assembled at Columbia pleased his audience always and in all parts of his address but no where more than in his dramatization of "Who Pays the Taxes?" Words cannot reproduce it, but this attempt at its description is made in the hope that the ingenious teacher may get enough of the idea to stimulate his working out the details for his own class and perhaps for the citizens of his district.

Persons:

Storekeeper, washwoman, carpenter, section hand, banker, Mr. Everyman, Mrs. Everywoman, landlord, tax-collector.

Scene I, Act I

A store represented by a chair, the goods are seen on the shelves only by the imagi-

nation, the storekeeper standing by the chair.

The washerwoman, the carpenter, the section hand, the banker, Mr. Everyman, and Mrs. Everywoman come in one at a time and buy goods paying with scraps of paper representing money.

The landlord enters last and collects the rent from the storekeeper who pays with a part of the money he has received from his various customers.

Scene I, Act II

Tax collector's office. Same equipment may be used letting the imagination make the necessary changes in surrounding details. Tax collector is approached by the landlord who still holding the money he has collected from the storekeeper gives part of it to the tax collector in payment of his taxes.

Whose money paid the taxes?

The drama may be further extended and applied to schools by having the collector pay a part of the money over to the treasurer of the school board.

Blue Laws for Teachers

"BLUE LAWS FOR School-Teachers" is the title of an article by Stephen Ewing which appears in the February issue of Harper's. Mr. Ewing, a New York writer has been engaged for the past year in making a study of the legal and social status of the school-teachers in America; and being a champion of liberty and tolerance, has gained from his investigation no great enthusiasm for school-boards or for the general public's attitude toward the teacher.

He takes up in particular detail the question of married women in the teaching profession, and the intolerant and frequently senseless restrictions which school boards impose upon their teachers. Here are a few excerpts:

"If politics are allowed to rule the school roost much longer public education will become unfit for the children of the intelligent—since the teaching staff will reach a lower level."

"Mark Twain may have been a little too brutal when he said, 'First God practiced on idiots and then he created school

boards.' But it is a fact that many members of school boards, whether they are elected or appointed, are not the mental equals of the teachers whom they hire and fire with the same high hand they use on the office force."

"The head of one agency summed up the situation with the remark that 'school teachers are the most frightened group of people to be found in any profession or business.'"

"It would appear that school boards are doing their best to turn teachers into sexless human beings, doomed to devote all of their waking hours to teaching and its attendant demands."

"More than a few superintendents report that they have found married women superior as teachers because they are more mature, because they have warm sympathies and are especially successful with adolescents, and because they have a mental serenity which the unmarried girl is likely to lack."

"It will soon be too late to save the best type of young women for teaching."

COOLIDGE IS RIGHT

By Carl W. Morgan, in Washington Education Journal.

"FOR A LONG TIME the cause of education has been regarded as so important and so preeminently an American cause that the national government has sought to encourage it, scientifically to investigate its needs, and to furnish information and advice for its constant advancement. Pending before the Congress is the report of a committee which proposes to establish a Department of Education and Relief, to be presided over by a Cabinet officer. Bearing in mind that this does not mean any interference with the local control, but is rather an attempt to recognize and dignify the importance of educational effort, such proposal has my hearty endorsement and support."

—Calvin Coolidge.

For a long time in this country very little was done in the way of scientific investigation of the educational problems. Things just drifted. Each year in different schools new subjects were added to the curricula, some were good or at least seemed good. The teacher got hold of books written in other countries where money was provided for government investigation. These theories or practices seemed good for the country for which they had been worked out. We said, this subject is good, let us try it out. In this way theories were tried out all over the United States but no one knew why they would die here and spring up again some other place. The fact was that while certain practices would work where the government did not want the pupils to think for themselves, it did not and could not work in a country like ours.

Take the arithmetic as presented in the old type of textbook. There was a lot of work but no special reason for giving it except that it had always been given. Some said that it was necessary for mental training. A lot of drill was given on the easy combinations and very little on the hard combinations. There was waste, waste, expense and no results.

Then came into existence the National Education Association and its Department of Superintendence. Questions were raised on the common way of doing things, committees appointed, studies made and then—results.

Grade word lists were one of the results, and who among us today would want to go back to the old type of speller? Yet without the national organization we would not have had the cooperation or attention of such men as Horn and Ashbaugh, Ayres and others working on Spelling. What happened in spelling also took place in arithmetic. Studies were made and reported, books were written to conform to these studies and because of the studies we were all waiting for the books and were ready to put them in use.

If President Coolidge is right, and I believe that he is, then it seems to me that we have the right to expect investigation by the United States government of the school organization and curricula as built on our principles of government, i. e., *by the people*. We have a right to demand that waste be eliminated from education as well as from the petroleum industry, for waste in schools is very expensive to the taxpayer and child. A child who fails in a subject has lost not only time but a certain amount of self-confidence and self-respect. A loss of confidence and self-respect leads to the penitentiary or the poor house.

The government takes a hand in the elimination of waste in industries and in building them up. The government ought to help with education and help to eliminate waste through investigation and the publication of information. The United States government is the one agency that can give this information to the whole country and can get the cooperation of the several states, and in order that the government can give the best results it seems to me that a Department of Education and Relief, to be presided over by a Cabinet officer, is the best solution.

Administrators Convention Most Successful in History of Organization

THE OFFICERS and sponsors of the Missouri Administrative Association were extremely well pleased with the attendance, the interest and the enthusiasm of their meeting in Columbia January 31 to February 4. The attendance of city superintendents and principals easily exceeded all previous records and the fact that the county superintendents met with them this year swelled the attendance by another 100 or more.

The County Superintendents Convention which had hitherto been held in Jefferson City will, according to the unanimous desire of the county superintendents, meet again with the Administrators Convention next year.

The program was carried out practically as scheduled in the January issue of **The School and Community** and was up to a very high standard.

Professor Orville G. Brim of the Ohio State University delivered two addresses and expressed clearly his philosophy of rural education. He believes that the rural child has a right to his full and free development and that society has no right to predetermine his occupation, any more than it has a right to make butchers out of butchers children or carpenters out of carpenters children. He, therefore favors, giving the rural child the same broad cultural opportunities that are given city children, using rural environment and agricultural knowledge as a means of enlivening and making concrete the instruction but not as a determiner of vocation.

DeWitt T. Henderson, county superintendent of Pulaski county, Arkansas, described the work in his county which has a complete county unit system under one board of education, with a level tax rate, and an equal distribution of educational opportunity.

Strickland Gillilan in his humorous lecture was at his best. He pleased everyone and his audience was large enough to pay the expense of this number which was given free to visiting members of the Convention.

Wm. C. McAndrews, lately deposed superintendent of Chicago, was one of the

most appreciated contributors to the program. His clearness, his enthusiasm, his sound philosophy made his addresses very much worthwhile and the fact that he had been in the public eye because of his treatment at the hands of a political politician in Chicago added to the interest he attracted.

Thomas Alexander, of Columbia University, was in no way lacking as a provoker of discussion. He left most of his audiences wondering whether he was a humorist, a hypochondriac, or a haruspexal prophet, interpreting educational phenomena from an examination of the entrails of his sacrificial victims. All were interested and some were pleased.

There were many highly profitable discussions lead by members of the organization.

One discussion provoking more than the usual response was the one following the report of the Committee on State Support for Elementary and Secondary Schools in Missouri. This Committee composed of Byron Cosby, R. V. Cramer and C. A. Greene made a report representing a great amount of work. It will be presented to the readers in the March School and Community.

RESOLUTIONS OF THE ADMINISTRATOR'S ASSOCIATION

The resolutions expressed appreciation of the work of the Committee on State Support of Elementary and Secondary Schools and recommended the continuance of this committee. They also instructed this committee to prepare a definite and constructive program of legislation so as to provide state support in such amount as will more nearly equalize educational opportunity throughout the state.

The Curtis-Reed Bill providing for the creation of a federal department of education with a secretary in the President's Cabinet was endorsed.

Attention was called to the fact that the accommodations for the School of Education in the University of Missouri was wholly inadequate and it was agreed to urge the next legislature to make definite

appropriations for the erection, on the University Campus, of a modern building for the School of Education.

An endorsement of the plan of holding the meetings of the city and county superintendents together was made with the expression of the belief that such meetings will bring about closer cooperation be-

tween city and rural schools and result in a more united educational program for the state.

Appreciation was extended to officers of the Association for the practical program which had been arranged and to various people and institutions for specific contributions and entertainments.

THE WAY ONE TEACHER DID IT

IF WAS ABOUT time for the fall term of school to begin last August when Amos E. Alexander went to spy out the land in which he had accepted a position to teach as the principal of the two room village school. It was not idle curiosity that led him to Brownwood. He had an idea that he might find there something to do. He did.

The ice storm of the previous winter had left its marks. The trees on the school ground bore mute evidence of the heavy sleet in broken limbs that hung by dead tissue to the living branches. The ground

The long hot days of early fall are not the pleasantest ones for trimming trees, burning brush, pulling weeds, and raking yards but these were the tasks that the teacher set for himself and his pupils. It didn't turn out to be such an unpleasant job after all for they had fun with each other and enjoyed seeing the transformation that resulted from their work.

Mr. Alexander used this opportunity to fill the children with a civic pride, and who doubts that true citizenship was developed more in this work than it would have been in a thousand unthinking



THE TWO ROOMS OF THE BROWNWOOD SCHOOL

was littered with the debris of the wreckage which the summer's wind had torn away. An unusual crop of weeds added to the unsightliness of the school ground. "Why," young Alexander asked himself, "should the schoolgrounds be the most desolate and forlorn place in the village?" His answer was not the usual, "I should worry!" "These people seem content to let it be so; I'll get my salary anyway." He replied to his own query in terms of action.

mouthings of "I pledge allegiance to the flag, etc."

He suggested to the pupils that a certain place would be a good one for a giant stride. The children had never heard of such a thing, but a picture and some explanation gave them a vivid image of what it looked like and their imaginations were not slow in seeing the fun that it would provide. Suggestions that a telephone pole, a wagon wheel, a wagon thimble, some old chains, and rope would, with

some thrilling labor, "do the trick" were not slow in coming to their minds and the next week saw happy children enjoying the fruits of their ingenuity.

Seesaws were easier. Some old railroad ties set in the ground and sawed so that two by tens would fit into the shoulders, a few spike nails, four bridge planks fourteen feet long, and another group of children were happier.

The giant stride and the remaining wheel of the discarded wagon that had furnished the one for the stride suggested the old fashioned spinning jenny. The old axel with the wheel on it was set firmly into the ground and other bridge planks were used to make extensions to the wheel. Soon the spinning jenny had been transferred from the imaginations of the children to reality.

The last piece of equipment added to the play ground was a slide. Some one discovered in the neighborhood an old stairway which had been taken from a wrecked house. The owner was glad to donate it to the school. A local carpenter was secured to assist in some of the finer work required in building the slide. For an expenditure of six dollars the slide too is adding its service to the enjoyment, and happiness of the children.



A HOME-MADE SLIDE

demurely and inconspicuously in one corner near the flue. A new bookcase has been built and now helps to care for the idle texts and the supplementary reading material. Pictures obtained from old art calendars are being framed to add their quota of pleasantness to the room.

A copy of every text used is found on the teachers desk. The lesson assignments are written on the board. Methods that facilitate work are everywhere in evidence.

Here the teacher believes that enlivenment is as important as enlightenment, and a necessary prerequisite to it. Believ-



SUPT. R. E. FORD

ing means doing to Amos E. Alexander, that's why he came to Brownwood before School began.

Brownwood is a ward school of the Advance consolidated school in Stoddard county. Mr. R. E. Ford is the superintendent having been unanimously reelected five times to this position. He visits each of his outlying schools every week.



A. E. ALEXANDER

Of course Mr. Alexander has not given all of his attention to the playground. You would not expect a live teacher to do that.

The spirit of the playground is always taken into the school room. The seats have been rearranged. A plane together with a liberal application of "elbow grease" has removed the accumulated accretions of ink, pictures and carvings from the desks. A coat of mahogany varnish applied to them and the wood work has given an air of cleanliness and even beauty to the room. The stove had to relinquish its time honored station in the center of the room and now sits

ECONOMIC AND SOCIAL FACTORS AFFECTING RURAL EDUCATION

George A. Works.

An address before the Annual Convention of the M. S. T. A., St. Louis, Nov. 10, 1927.

EDUCATION AT PUBLIC expense has assumed an important place in our economic, social, and political life. In this country we have accepted it as fundamental to our largest development as a democratic society. The acceptance of this viewpoint makes the question of the character of the education that is available to the youth of the land a matter of vital importance. We cannot afford to run the risks involved in having marked disparity in the amount and the quality of schooling available to large elements in our population. We commonly express our ideal by saying we believe in equality of educational opportunity.

Contrary to this view there has been much attention given in recent years to the doctrine that there should be one type of education for the rural child and another for the urban child. The acceptance of this view would result in the development of a dual system of schools. One system for country children and another for urban. This proposal is undemocratic from a social viewpoint and unsound from an economic standpoint.

To get the issue clearly defined there will be given a few statements made by persons who hold an erroneous conception of the function of the rural school.

"In our dreams we have limitless resources and the people yield themselves with perfect docility to our moulding hand. The present educational conventions fade from our minds, and unhampered by tradition we work our own good will upon a graceful and responsive rural folk. We shall not try to make these people or any of their children into the philosophers, or men of learning or of science. We have not to try to raise up among them authors, editors, poets, or men of letters. We shall not search for embryo great artists, painters, musicians, nor shall we even cherish the humble ambition to raise up among them lawyers, doctors, preachers, politicians, statesmen, of whom we have ample supply . . . The task that we set before ourselves is a very simple as well as a very beautiful one, to train these people as we find them to a perfectly ideal life just where they are."

"The real problem is to establish on the land a permanent agricultural population made up of the rural-minded people now there and their increase from generation to generation."

"Here they (the children in the kind of a school approved by the writer) early learn that they are indigenuous to the soil; that there they must live and die."

Many statements similar to these are to be found in the literature dealing with rural education that has appeared in the two decades just past. The purveyors of these views favor a system of rural schools that shall be a means

of keeping young people on the farms because the country happens to be the place of their birth. It is interesting to note in passing that most of these people are not themselves to be found on farms. They have, however, a blind faith in the idea that there should be more people living on the farms and they think that the instruction of the country school should be used as a means of attaining that end.

The acceptance of this view without analysis is altogether too common. It sounds as if it were good, but is it? Apparently this doctrine of keeping people on the farm as well as its equally erroneous, but not so vicious companion, "back to the farm," had its origin in one fact and a fallacious assumption, the so-called "decline" in rural population and the conclusion that this decline was an evil. Each deserves consideration.

Since 1880 the Federal census has defined as the rural population those persons living in places of less than 2500. With this definition as a basis the changes that have taken place in the percentage of the population that is rural during the past forty years are as follows: 1880, 71.4 per cent; 1890, 64.6 per cent; 1900, 60.0 per cent; 1910, 54.2 per cent, and 1920, 48.6 per cent. When the last census was taken, for the first time in our history a majority of our population was living under urban conditions.

The census records furnish data on the proportion living in places of 8000 and over from the time of our first census. In 1790, 3.3 per cent of the people were living in such places but by 1920 it had increased to nearly a half, 43.8 per cent.

It has been assumed that this falling off in the proportion of rural to urban population is an unfortunate thing for the nation. So general is this notion that it may be well to consider some of the elements involved. In the discussion of this aspect the following points should be borne in mind:

First, there has not been a decrease over any considerable period of time in the number of persons living on farms in this country. There has been an absolute decline of rural population in limited areas, but in the country as a whole there has been an increase in rural population and in the number engaged in agriculture. Evidence on these points may be had from the census. The number of persons classified as rural by decennial periods beginning with 1880 are as follows: 1880, 35,797,616; 1890, 40,649,355; 1900, 45,614,142; 1910, 49,806,146; 1920, 51,406,017.

The most marked decrease in proportion of rural population that has taken place at any time in our history occurred in the period from 1910 to 1920 but when allowance is made for the decrease in rural population, due to places

passing from rural to urban classification, it is found that there was an increase of 5.4 per cent in the rural population in that interval as contrasted with an increase of 25.7 per cent in urban population. It is evident that the so-called decline in rural population and the migration to the cities has not resulted in an absolute decline in rural population or in the number engaged in farming. In reality it means that the rural population has failed to increase as rapidly as the urban population and that farming has failed to increase in the number of workers engaged in it as rapidly as have the other occupations.

The second phase that needs consideration is the question of food production. A more complete consideration of the relationship of this to the decline in rural population will arise at a later point in the discussion. The physical production of farm products previous to 1900 increased more rapidly than did our population and since that time it has approximately kept pace with the growth in population. Differently stated, previous to 1900 the farmers of this country increased their production more rapidly than the demands for agricultural products grew, and since that time the productivity of the farms of this country have practically kept pace with the calls for farm products due to increased population.

This means that a relatively declining rural population has been able to meet the demands of a rapidly increasing total population. This had been made possible primarily as the result of two fundamental changes that have taken place in farming. As a consequence there has been no place on the farms for all who were born and reared there.

The relation of these two economic forces to the rural school is so significant that each should have at least a brief consideration.

1. The introduction of improved machinery has reduced the proportion of the total population that it is necessary to have on the land to produce the required food supply. A few illustrations will give concreteness to this general statement. In the period from 1855 to 1894 the amount of labor that was required for the production of a bushel of corn from the time of plowing the field until the corn was harvested and stored declined from 274 to 41.3 minutes. This is a saving of 84.9 per cent. In the raising of a bushel of wheat from the time of plowing preparatory to seeding until the wheat was in storage the decline was from 3 hours 12.7 minutes in 1830 to 8.9 minutes in 1896, a decrease of 95.3 per cent. In the production of a bushel of Irish potatoes the decline in labor required was from 29.7 minutes to 10.4 minutes in the period from 1866 to 1895.¹

These determinations were based on conditions that gave the same yield per acre for each of the contrasted years. The decreases

are primarily the result of the increased use of farm machinery.

The introduction of farm machinery has resulted in an increase in the number of acres that one farmer can handle unless more intensive methods are used, and an increase in the number of horses per worker. In 1880 the average number of acres in certain specified crops per worker was 23.3, in 1890, 27.5, and by 1900 it had grown to 31.00. The increase in horses per worker for the same dates is furnished by the figures 1.7, 2.2 and 2.3.

An interesting illustration of the application of those forces is to be found in the period from 1900 to 1910. In that decade the most marked decline in the proportion of rural population took place in the most fertile farming sections of the country and it was accompanied by a decrease in the number of small farms in those regions. In 1900 there were in those areas 5.7 horses per hundred acres of crops but by 1910 this number had increased to 6.5. It is an illustration of what has taken place generally during the past half century; the release of man power from the farm by the increased use of machinery and horse power.

2. The occupational and geographical division of labor has also stimulated the movement cityward. A century ago farms were practically self-sufficing. The transformation that has taken place in farm life since that time has resulted in the removal of a wide range of activities from the farm to centers where they can be so conducted that the desired products can be more economically manufactured, or a better standardization secured. As a consequence an enormous amount of work has been removed from the farm thus resulting in a decreased demand for labor on the farm.

It should be noted that the activities that have left the farm are concerned largely with the production of commodities for which there is almost unlimited demand providing they have a sufficient variety of form, are cheap, and there is adequate purchasing power. This has left to the farm the production of commodities for which it is possible to develop only a relatively limited demand. For this reason an increased call for the products of the farm is contingent upon growth in population, but, as has been stated, the physical production of agricultural commodities has at least kept pace with the increments in our total population.

Frequently statistics of agricultural production in European countries are cited to show how much more effective farming is in those countries than in the United States. It is true that for most products of the farm they can show a larger average return per acre than we, but there is none of those countries in which the return per agricultural workers is as great as in the United States. In China it is necessary for approximately 80 per cent of the population to live on the land to produce enough raw foodstuffs for all of the people. In this country less than one-third need to fol-

¹Based on table in the yearbook of the United States Department of Agriculture for 1927, pp. 600-3.

low farming in order to produce a similar result. Two important results are the outcome of this condition:

1. The return per worker on American farms has been great enough so that a much higher type of individual has followed farming than would otherwise have been the case.

2. The release of more than two-thirds of our population from the tasks involved in the production of crude stuffs for food and clothing have made possible the large industrial development that has characterized this country during the last century. The result is the great wealth of commodities that add to the satisfaction of our lives.

A momentary digression for the purpose of considering some of the factors that have led to the idea that the country child should be kept on the farm may be justified because of this relationship to the purposes of rural school. The period following the Civil War was a time of rapid agricultural expansion in this country. The government's land policy stimulated rapid settlement of the Middle West. In that region it was possible to put the raw prairie under the plow in a season or two whereas in the East it has taken a generation to subjugate the farm lands. This same period was also characterized by a very rapid expansion of the railroads especially throughout the Mississippi Valley. This development made it relatively easy to handle the products of the farm and to get to the farms the desired machinery. An additional characteristic of this period was the heavy migration from northern Europe. The practically free lands of this country appealed to many of these immigrants and they returned to farming.

These factors combined with the rapid development of farming machinery resulted in a great overproduction and agricultural depression from which we suffered until our population had grown sufficiently so that the demand for farm products had arisen to the point where people were paying somewhere near what it cost the farmer to produce his commodities. This increased cost of living together with the census returns indicating a marked decline in the proportion of rural population naturally lead to the connection of the two and the conclusion that more of the people should stay on the farms. There are many who think of the country largely in terms of its possibilities for providing cheap food. All sight is lost of the fact that it is one of our basic vocations and its status conditions the living of many millions of our population.

It is impossible to predict for what length of time the increased use of machinery and the removal of productive activities from the farm will make it possible for a relatively declining rural population to meet the demands for the raw products of the farm. It can be said with a reasonable degree of certainty that they are still operative to such an extent that the "swarming" from the country to the city should continue. But even should a balance be reached it is certain that not all who are born in the country will find there their largest opportu-

ity for service. Neither agriculture nor the nation will profit by having in farming a large percentage of misfits or dissatisfied workers. This means that the rural community must always have a school system that shall make provision for those who decide that the largest opportunities for them lie in activities that carry them to urban centers as well as for those who cast their lot with life in the open country.

The rural school system should not be used as a means of giving country children a blind bias for farming any more than it should be a means of persuading other children to enter the vocations in which their parents are engaged. One great contribution that our schools have made and may well continue to make is that of giving increased mobility to our population so as to prevent stratification along occupational lines. Individuals and society will be best served when the public school helps young people to arrive at as wise determinations as possible with reference to their careers, and then gives them a large measure of assistance in preparing for their chosen lines of service. The important consideration from the viewpoint of both country and city is that a fair proportion of the more capable young people who are born and reared in the country should remain there to render their social service. This situation will obtain when the financial and other rewards that come to the farmer compare favorably with what his ability, energy, and training would bring him in other lines of endeavor.

Instead of setting up as the objective of rural education the view that was expressed in the statements quoted at the beginning of this discussion, let us give adequate recognition to the needs of country life both in thought and action so far as all of our people are concerned. The farmer needs an opportunity to carry forward his vocation under condition as well adapted to farming as the conditions which surround our industrial life are adjusted to its needs. He needs an opportunity to make a living with reasonable hours of labor and without exploitation of his children. To be more specific he needs a system of credit that shall be as fully adapted to farming as commercial paper is to the credit needs of the business man. He needs to have the way open for co-operative enterprise that are as well adapted to the demands of his vocations as business corporations are adjusted to the great enterprises of our urban centers. He needs a tariff, or no tariff, that shall be as fair to his business as it is to the "infant" industries that function through and are responsible for our gigantic business enterprises. Furthermore, he needs to have those not living on farms know that these opportunities are not his under present day conditions. The farmer neither needs nor wants special favors for his chosen vocation. He knows that it is basic to the country's welfare and he realizes that when he is given equality of opportunity with other business men farming will find its proper place in the nation's life. Equality of opportunity cannot

be secured, however, unless there is recognition in legislation, and in the thought of the nation, of the fact that agriculture presents its peculiar problems that can be met only by conditions that are adapted to the needs of the vocation.

It seems unlikely that America will consciously accept the views that were quoted at the beginning of this discussion as the basis for the determination of policies relating to rural schools. However, we have need to exercise care lest a dual system of education shall be established unawares. This may come about because of failure to recognize certain handicaps of the open country in maintaining schools. Studies of the financial aspects of providing schools show that farmers are at a distinct disadvantage in furnishing schools for their children. Some of these handicaps may be briefly considered.

1. To conduct farming as it is organized in this country requires that farmers should live scattered over relatively wide areas. The per capita costs of providing schooling for a sparse population are greater than in a dense population. The farmer should not be placed at a financial disadvantage in providing schools for his children because of the conditions under which his occupation is conducted.

2. The best data available indicate that farmers as a group do not have the income with which to provide schools for their children that the non-farming population has. The reports from the National Bureau of Economic Research show that in 1920 the farm population of this country constituted 29.9% of the total population. This proportion of the popula-

tion received in 1919, 17.7% of the total current income; in 1920, 13.4% income; and in 1921, 9.9%.

For the state of Missouri the report shows that the farm population constituted 35.6% of the total population. This proportion of the population received in 1919, 21.1% of the total current income; in 1920, 14.0%; and in 1921, 8.7%. Stated in terms of per capital income, in 1919 the non-farming population received \$670 and the farming population \$324; in 1920 the two groups received \$730 and \$240 respectively; and in 1921, \$647 and \$147 respectively. Manifestly farmers are placed at a distinct financial disadvantage in providing schools under the present economic situation.

There is no state in which adequate recognition is given in the distribution of state aid to schools to these two financial handicaps. The farmer has a third disadvantage in providing schools as a result of our archaic system of taxation; the real property tax is an inheritance from the day when most wealth existed in that form. We have not made adequate readjustments to changed financial conditions. Since the wealth of the farmer is largely in the form of real property he is handicapped by a system of taxation that places most of the burden on real property.

Unless early consideration is given these financial difficulties under which the farmer works in providing schools for his children the disparity between the school facilities of country and city will become even more marked. To permit such a condition to become fixed carries with it danger too great for a society based on democratic ideals.

—A CONTROLLED EXPERIMENT—

"The Laboratory vs. The Recitation Method in the Class Room"

By Clyde H. O'Dell, Supt. of Schools, Nevada, Missouri.

MANY INQUIRIES have come to us during the past two months relative to the experiment we have been carrying on in the Nevada Schools during the present half year. For nearly two years we have been attempting some work in the class room under the laboratory method of teaching. The observations and results led us to believe it worth while to try the experiment in a controlled way. The reasons for attempting this new plan are as follows: During the past several years the writer, with 125 different teachers and 4000 school children, has noticed many phases of the recitation method which do not seem to be aiding the problem of pupil achievement and social efficiency to a satisfactory degree. There are, of course, many reasons to offer for this, one might say that large classes, different abilities, the bright pupil and the slow pupil, all are contributing factors to this dissatisfaction. We have noticed that there are other factors which influence the problem, and they are factors which have a great deal of influence upon the pupil's conduct and achievement, namely:

disinterest, slow progress, dependence upon others for progress and poor initiative. In observing the recitation with these hundreds of boys and girls and teachers, many of these factors seem to be forever present.

One might say, off hand, that the majority of this trouble might be poor instruction, but a critical analysis of the situation would not at all lead one to believe this to be true. The universality of some of the factors being present is one indication that it could not be on account of the type of instruction. In most cases where the problem has been given the greatest study, the teachers have been far above the average and the boys and girls are like boys and girls in all other schools so far as normalities, interests and abilities are concerned. Therefore, we felt that we needed to look elsewhere for the reasons for the conditions that existed.

We noted that in many cases of the recitation method there were those pupils, who, by reason of intellect and academic ability, always led the class, seemed to get their work

done and meet the standards and requirements of the teacher. We also noticed these same pupils losing a lot of time because of not having enough to do, or because of their working in a haphazard way simply because they knew that it would not require their utmost effort to meet the standards of the class. There were other pupils who seemingly never completed their work, never gave a good recitation and were disinterested. They did not seem to know exactly what they were to do. They lacked initiative. There were a great number of these pupils, as is true in every school. In all cases we found it quite true that the recitation method did not seemingly offer opportunities to handle these situations to satisfaction.

In conversation with many of these pupils we found many different reasons for the type of work they were doing. Among the most common, and ones which were offered by most of the pupils were: disinterest, no definite plan of work, lack of definite and specific knowledge of the assignment and of the problems occurring in the assignment. Some of the brighter pupils said that it was not necessary for them to put forth their best efforts to meet the standards of the class.

By sending a questionnaire to teachers I found that in practically all cases they say the children are indefinite in preparation, indefinite in their ability to organize material and that a difficulty, or a series of difficulties occurring in their lessons seems to be the stopping point for the children. They do not muster enough initiative and determination to solve the problems. They say that in many cases children become careless and develop poor study habits because they can do as much or more work than the standard of the class without concentration and effort.

The plan of our new method was as follows: To outline a scheme which would reduce the recitation and increase the preparation. This would, in turn, develop more initiative, and more self-dependence and would result in greater achievement and interest on the part of the child. Of course the value and success of any method is largely determined by the results of that method and one must have hearty co-operation of pupils and teachers. The plan briefly outlined is as follows:

The Plan

Objectives:

To determine, if possible, the difference in the achievement of pupils of the same grade and mentality, in the old recitation plans vs. the laboratory method of teaching.

Procedure:

1. Two classes of the same, or about the same, grade and mentality were selected, where possible, both classes were under the direction of the same teacher.
2. One class used the recitation plan and the other the laboratory plan.
3. The plan was carried over a wide range of classes, beginning in the 5th grade and continuing through the 9th.

4. Teachers worked out minimum and maximum achievements for the groups.
5. Both of these groups were given the same test at the end of each quarter by the same teacher using exactly the same length of time.
6. The examination of about 100 questions of the objective type was used.
7. In the recitation plan the usual methods of assignment and procedure were carried out.
8. In the laboratory plan the work was planned in units. One day, say Monday, was used for assignment, questions, illustrations, explanations, etc. and one day, say Friday, was check-up and review day.
9. Definite review questions were planned. On days that were not assignment or review or check-up days, the class did not recite but worked on their assignment. The teacher supervised the work but she did not give any more help than would enable the child to progress.
10. Pupils were asked to work individually except in cases where the group could give help and information needed by the individual.
11. The recitation and laboratory periods were the same length, 50 minutes. Supervised study was used in both plans.
12. The plan is to be carried on for 4 quarters, or 1 year.

The teachers and assignments:

Mrs. Huff—5th grade. Mixed group, plan alternated quarterly.

Miss Shaw }
Miss High } 6th Grade. Mixed
Mrs. Dail } group, plan alternated quarterly.
Miss Lowe }
Miss Roller }

Mrs. Davis—7th Grade—Arithmetic.
1 low boys—laboratory
1 low girls—recitation

Miss Wardin—8th Grade—Physiology.

1 high boys—recitation
1 high girls—laboratory

Mrs. Gum—9th Grade—Civics.

1 high boys—laboratory
1 high girls—recitation

Mrs. Limbaugh—9th Grade

—General Science.

1 high boys—laboratory
1 high boys—recitation

The percentage results for this half year in the plans used is as follows: Percentage distribution of the grades handed in by all teachers is as follows:

Recitation Method	Laboratory Method
No. pupils—296	No. pupils—294
5.8% E's	6.2% E's
19.0% S's	21.0% S's
44.0% M's	50.0% M's
23.0% I's	18.8% I's
8.2% F's	4.0% F's

Questions and Answers:

1. Is not the constant application a strain upon the children?

We have not found it so. The child seems more interested in the work because it is all definitely laid out before him. He is at liberty to ask for help at any work period, from teacher and pupil, or he may help other pupils. If all of his subjects were under this experiment we could arrange them so that he would have one or more assignment to take each day. This would also enable him to have a review and check-up in one or more subjects each day. This would balance his daily program.

2. Do you find pupils slacking under this new arrangement?

We find them, in fact, they are easily found in this plan. We find that in the recitation plan there may be many of them slacking in their work for long periods of time. But in this new arrangement they are located immediately. Our real difficulty is to get children to spend regular time on their other subjects and not all their time on these subjects.

3. Will not oral work suffer under this plan?

There is opportunity for oral work at any time during the work period. If the teacher finds a number of pupils who need help, she first asks the group if any can do it, and a pupil may explain it to this group.

4. Do you not sacrifice drill in this arrangement?

Not necessarily so. We find in the recitation method that much time is lost in drill. Not all of the pupils need drill on the same thing at the same time. In this arrangement drill may be had at any time by any number of the group. Under this plan pupils who do not need this part of the drill are not disturbed and proceed with their own work.

5. What real place does the teacher have in this scheme?

The teacher, first of all, must go through the content of each subject carefully. She must be able to organize and place values on the content and build an assignment that will bring out these values. The better the assignment is planned the greater will be the interest and achievement of the pupil.

During the presentation of the assignment she must be skillful in introducing new material, making explanations, illustrations, etc. She must be sure that all pupils understand the assignment.

During the preparation or work periods she uses great care in helping the children. She first of all must not become a "question and answer bureau." She keeps in mind constantly the development of the child, she must be sure that he becomes resourceful and develops initiative. He must become his own independent worker, making constant use of knowledge gained and applying new principles. She directs, the pupil executes.

6. Does this scheme offer individual help?

It offers opportunity for the maximum amount of individual help. The teachers are constantly checking on individuals.

7. Can pupils of high and low ability be taught successfully in this arrangement?

That problem is more easily cared for under this plan than by any recitation method. We set a standard of minimum and maximum achievement for each group.

8. Can large classes be handled under this scheme?

If properly organized much larger classes can be handled successfully this way. You see the assignment first has its place. Then any number can begin on the preparation. During the preparation the teacher soon knows the quality and quantity of work done by each pupil.

9. What about material and reference work?

This is the biggest problem of the plan. Ample material and reference work must be provided if pupils are to complete their assignment.

10. What do pupils say about the plan?

Here are a few answers to questions put to pupils.

A girl in the 7th grade.

"I like this plan the best, one knows definitely what one is supposed to do."

A boy in the 8th grade.

"We like this way the best. It keeps the pupils and teachers from talking so much. We know what we are supposed to do and when we complete our assignment we feel that we did the work ourselves. It does us more good this way."

A pupil in the 8th grade.

"It is more interesting to work on problems that one definitely understands."

A 6th grade pupil.

"I get more work done under this plan and I do most of it alone. I know just what I am to do."

11. What seems to be the most interesting characteristics of the plan from the standpoint of the child?

You will notice from the answers to the questions that in all cases pupils include at least two characteristics: Definiteness of work to be done and interest in working on these definite things. They also mention that they can do more work.

Interest paves the way for amount of work and since interest is uppermost the quality of the work is high.

12. How do teachers like the work?

Here are statements from teachers.

Teacher

B. R.

1. More interest.
2. More pupil activity.
3. Opportunity for pupil to use maximum of time.

J. W.

1. More time to help individual.
2. More time for teacher to plan and evaluate work.
3. Puts pupil on his own initiative.

M. G.

1. Affords opportunity for work of constructive social nature.

2. Pupils become busy helpers and develop spirit of cooperation.
3. Opportunity for individual to develop initiative.
4. Individual becomes a keener thinker.

A. L.

1. Stimulates pupil initiative.
2. Pupils become resourceful, learn how to think, how to organize material, how to draw logical conclusions.

E. S.

1. Lazy child discovered quickly.
2. Definite problems of child discovered quickly.
3. Pupils do more work.
4. Pupils say they like it and I find it far more interesting.
5. Eliminate hazy conceptions. Pupils know definitely what they are to do.

M. D.

1. More time for slow pupil.
2. Greater opportunity to help slow pupil and to discover individual needs.
3. Pupils are put on own resourcefulness.

CONCLUSIONS:

1. In the results of the experiment thus far we believe that the plan offers opportunity of advantageous nature.
2. It provides for more individual help.
3. It provides for greater individual progress.
4. The work can be planned more definitely.
5. The pupils are placed more on their own responsibility, thus developing resourcefulness and initiative.
6. The teachers have more time to plan and present the work.
7. Both teachers and pupils are more highly interested.

THE PARENT-TEACHER MOVEMENT

Reprinted from *The Journal of the National Education Association* at the request of Mrs. W. A. Masters, President, Mo. P.-T. A.

PARENTHOOD is the greatest gift of the gods. It is a form of immortality. Every heart that throbs in a child's breast maintains an unbroken rhythm that stretches back through countless generations of motherhood into the dim beginnings. Like all the great gifts, parenthood is bought with a price. But its trials and responsibilities and cares are all a part of the glorious plan for tempering and sweetening the lives of men and women. The parent needs the child as much as the child needs the parent.

Next to parenthood comes teaching, for the teacher stands in place of the parent. Teaching is also a form of immortality. It is the teacher's privilege so to guide the growth of children that they come into possession of all that the race has found best through the long centuries of experience and study. It is a wonderful organization that unites these two forces into an all-inclusive movement for the service of childhood.

More than a million lovers of childhood are now banded together in the National Congress of Parents and Teachers. The possibilities of the movement are almost limitless as the wider vision spreads. First, the parent discovers his own child. His life and hope go out in dreams of what his son or daughter is to be. A little later he discovers the child across the street, whose very speech and manners he sees repeated in his own offspring. Then he discovers the children in the next town who mingle with his children in school contests. Next he becomes interested in the children who live in other states and who associate with his sons and daughters in college. One college student in every four goes to school outside the state of his residence. Finally the parent, as he thinks of the world in which his children are to carry on, realizes that he has a stake in the vast international forces that shape environment and human destiny.

Likewise, loyalty grows from the local chapter of parents and teachers to the state group and on up into appreciation of the movement as a whole. Ah! there you have the secret! Not the individual in his weakness nor the state in its isolation, but the mighty union of a million individuals and a contingent full of states dedicated to the supreme task of the race—the development of better human beings—healthy, happy, intelligent, free in the highest sense. This vast movement aids education at many points.

First, it emphasizes the worth of the human factor. It sets the child in the midst of our enterprises as the loftiest object of our effort. It magnifies parenthood. It elevates the teacher. These values are fundamental.

The race looks forward through the eyes of its children. Through them it has life and growth. This recognition of the importance of the child has been a long, slow struggle. Jesus Christ came into a world where childhood was cheap, but He gave the great charter of childhood for all time when He said, "Suffer little children to come unto me." Pestalozzi did his noble bit, and Dickens, and Horace Mann, and all the rest, but much remains to be accomplished.

The Summer Roundup of the Children, which has already made large progress under the leadership of Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, is a type of effort that should not cease until every child is regularly ready to enter school free from remediable defects. In his notable book *Education and the Good Life*, Bertrand Russell has shown the basic importance of attitudes that are developed during the early years of childhood. From keen observation of his own growing children, he has reached the conclusion that the great character attitudes are largely defined by the age of six. Childhood health profoundly affects these attitudes.

The horrors of child labor are still about us and the battle to free children from exploitation in the name of selfish gain is only partly won. The parent-teacher movement offers to every parent and teacher a share in the great crusade to win new victories for the child.

The parent-teacher movement gives added dignity and significance to fatherhood and motherhood. It is an inspiration to every parent to be the kind of person he desires his child to become. It makes a profession of parenthood—a service with ideals to be preserved and methods of work to be studied and developed. It is a challenge to every parent to enrich the life of his own child.

Another of the human factors which this movement magnifies is the teacher. The school can rise no higher than its teachers. The intellectual life of the community can go no farther than those who lead it. Teachers are the largest public service group in modern society. They have taken the place of the mighty standing armies of the autocratic civilizations of the past. Parent-teacher work emphasizes the place of the teacher—not only in the schoolroom but in the affairs of the community. It develops his leadership, widens his influence, and gives him a share in determining the conditions that surround child life and growth.

Second, the parent-teacher movement aids in the development of the home as a place for rearing children. It emphasizes the privilege and importance of loyalty to the home as the most abiding of our institutions. It elevates homemaking to the plane of a great adventure. There are more fine homes today than at any time in the history of the human race. But what a gulf separates the best homes from the worst!

The teaching of homemaking in the school has given higher ideals of home life to many children who could have had them nowhere else. The elements that make a good home are as capable of analysis as the elements that make a good school. Some of the problems of homemaking can be solved only by cooperation. If one child is allowed to keep irregular hours, neighbor children are likely to be tempted by the example. If realtors insist on building homes with no place for children to play, the individual parent is often helpless. Parents working together can arrange for a beautiful common in the place of useless back lots with their unsightly fences. They can find ways of making the home a more "growsome" place for children.

Third, this widening parent-teacher movement is making a large contribution to the improvement of the school. It is supporting boards of education in their efforts to get sufficient money to maintain good schools. It is working for more generous grounds with play space and flowers. It is asking for better equipment of buildings and rooms. Many a brilliant

teacher is now struggling with equipment so inefficient and antiquated that it would not be tolerated in even a second-rate business establishment. This movement is helping our people to see that the time and energy of pupils and teachers is really precious—that it is not good economy to deny the school needed equipment, adequate library facilities, and other aids to learning and teaching.

The school curriculum is now in a state of transition. It contains much that is useless and lacks much that is needed. Try asking yourself and your friends two questions. First, what part of the time I spent in school was given to the study of material I have not used since? (Do not hide under the cloak of mental discipline or some vague notion of general culture. There is as much discipline in things needful as things useless and the only culture that really counts is the culture that lasts.) Second, how many things have I learned or needed since leaving school that could have been learned better there than elsewhere? The answers you will get to these questions will show why the curriculum is everywhere being checked against the great objectives of education and life in an effort to make it fit today's values. If progress is not to be hampered, parents must see why the new school is different from the one they attended. A million parents and teachers working shoulder to shoulder are making possible the better school to the new day.

Fourth, the parent-teacher movement helps to create a better community. It exerts a steady and powerful influence on matters of local, state, national, and world policy. Its support of such efforts as the movement to create a Department of Education with a Secretary in the President's Cabinet is typical of the way its power counts for better things.

Two conflicting influences are always playing upon public policy. One is primarily selfish; the other broadly patriotic. One represents some special group; the other is devoted to the whole people. Set over against special interests are such groups as the National Congress of Parents and Teachers and the National Education Association which think not primarily of dollars but of the race.

Parents and teachers working together help to quicken the public conscience. They are influential for better films, law observance, finer radio programs, cleaner newspapers and magazines, higher standards of honesty in political life and in world affairs.

Where could any father or mother or teacher invest a part of his time and influence to greater advantage? What wonderful service these million consecrated men and women are giving their day and generation! Better children, better teachers, better homes, better schools, and better communities; a mighty bringing together of the factors that mean better human beings—the supreme task of the race.

EUROPE . . . DREAMS COME TRUE!

(Part 2)

By Margaret Patch.

High-lights from her summer vacation trip to the Old World are described by a young Chicago journalist, niece of Dorothy Dix.

A BUSY, TEEMING station is the Gare de l'Est, but with a difference — an animated chattering difference that is Paris. And our taxi ride up to the hotel was different too.

Keyed up anyway because we were there at last, we breathlessly watched our driver make his way through unbelievably dense traffic. And the narrowly escaped pedestrians were so surprisingly undisturbed.

We were content on our first evening in Paris to stroll in the gardens of the Trocadero and to see the beautifully lighted Eiffel Tower in jeweled silhouette against the night sky.

Next morning we were up bright and early for a busy day of sight-seeing. One really has to have a birds-eye view first so he can choose where he will return later.

Over the famous boulevards and past the Opera we drive, through the Place Vendome, the Place de la Concorde with its Egyptian obelisk and fountains, past the Hotel de Ville, the Luxembourg Gardens, and along the Seine, crossed by bridges as various as they are beautiful.

Early in our trip we visit famous old Notre Dame with its two chopped-off looking towers and fragile Gothic spire, its lovely old windows through which but little sunshine filters to mingle with the candle-lit dusk. Later we return and climb to one of its towers for a look over the city, meet its scarred gargoyles face to face, and stand under one of the huge old bells in the timbered loft where lived the grotesque hunchback.

Through the Latin quarter we continue, noticing the leisurely people that throng the sidewalk cafes at every hour of the day and night. Then in the bluish light of the Invalides crypt we view with awe the massive tomb of Napoleon, visualizing in its dark so-



Arch of Triumph

Would you like to go on such a trip? Write the author in care of this magazine, and she will explain in more detail how she planned her economical, several-months European jaunt.

lidity and impressiveness the character of that indomitable little man.

Beautiful is the Champs d'Elysees in its green foliage and gay throngs. Before us we see the Place de l'Etoile with the Arch of Triumph commanding the intersection of twelve broad avenues. And in its shadow, the grave of the Unknown Soldier, with its flickering, ever-burning flame, its flowers and wreaths — some fresh, some withered — rare

blooms, and a bunch of wild violets — tribute to a memory, a symbol.

We find the huge, cross-shaped Pantheon cleanly beautiful in its classic lines and enjoy its beautiful paintings, its statuary, its historic associations with the great. Here are entombed, among others, Zola, Voltaire, Victor Hugo.

Through crooked, winding streets we drive to the little Sainte Chapelle with its exquisite stained glass windows and guarded prayer cell where came to pray a poor, fear-haunted king of France. We catch a glimpse, in passing, of the delicately beautiful Saint Jacques Tower, and always can view Sacre Coeur cathedral in spectral white, dominating Montparnasse ridge.

In the Garden of the Tuileries, the Arc de Carrousel frames a lovely vista of flowers, shrubs and fountains towards the Arch of Triumph — turning its back, to do so, on the Louvre.

We do not visit these famous galleries until we have completed our brief view of Paris as a whole. But when we do see the sculpture and paintings which have long been known to us in copy, we are properly impressed, even though we find these treasures displayed with so little stagecraft.

Of course the Venus de Milo is in a sepa-

rate room and in relief against a midnight velvet hanging, but the Mona Lisa is in a long gallery among many other paintings which threaten to overwhelm, in size and impressiveness, that smiling lady—threaten to, but fail miserably. We come here again and again, visiting different parts of the Louvre. Somehow we always contrive to pass her trying as always, to fathom her expression—and are delighted not to be able to do so.

Many other famous museums, such as the Musée de Cluny, are to be visited. The wax works collection delights us with its grotesque or laughable true-to-lifeness. The opera—its glittering productions and equally impressive audience on display under the massive chandeliers and on the famous stairways, the Parisian revues, the Comédie Française, the Opera Comique—all these make evenings in Paris a delight!

But Paris is so many-sided. Think of the famous restaurants where French food is even more wonderfully French, the stores such as the Galeries La Fayette, the shops—whole rows of them under the colonades of the Rue de Rivoli, and on fascinating streets such as Rue de la Paix, and Avenue de l'Opéra.

Along the Seine is another picturesque phase of Parisian life—that of the fisherman, the book stall keepers, the junk dealers, and scores of gypsy peddlars—here today, gone tomorrow. On the river itself are the swiftly-moving flat boats on which such delightful excursions may be taken to Sevres, St. Cloud, Meudon, or Vincennes.

And the parks and gardens! One could spend many happy hours watching the exquisitely dressed and cared for children of the wealthy, as they play in the Parc Monceau, or see the poorer but equally fascinating youth sailing their varied craft in the Luxembourg gardens' pool.

A day is sure to be spent visiting Versailles' palaces and parks. Drive, if possible, through the Bois de Boulogne and Forest of Marly. In the cool of the morning, along roads overhung by trees which Napoleon is said to have had planted "so his armies might have shade while marching."

Unbelievably splendid is Versailles. Filled with art treasures of every kind, crowded with historic associations—ancient and modern—it is something to be remembered forever. We see the two Trianons and the group of rustic buildings built at the whim of Marie Antoinette and forever associated with the

unhappy events which followed.

Another day we leave Paris by one of the ancient gates of the city—Porte St. Denis—for a trip through the nearby battlefields. We soon reach Meaux where the ingenious general and his troops, brought from Paris by a fleet of taxi cabs, staved off the German advance on Paris.

Army trucks once used to transport American troops through the war sectors have been rebuilt as charabancs and now carry loads of American tourists over the same roads. And the French youngsters greet us with the same enthusiasm with which they hailed "les Américains" in 1917.

It is hard to realize, as we drive through rich green countryside between rows of slim Lombardy poplars, that much of this land was entirely devastated. Here and there, where a blackened tree thrusts its gaunt and crooked arms heavenward, we can for a moment picture war-torn France.

But for the most part, its gallant peasantry has covered the traces of war, the neat farms and villages evidencing their patient effort. Shell-torn walls have been rebuilt, the freshness of the new parts contrasting with the gray and crumbling fragments of the original structure.

The earth has been combed for pieces of shell and barbed wire, and neat piles of these relics stand as mute reminders. Old dugouts have been converted into houses, the parts above ground decorated by window boxes full of bright flowers.

The gratitude of an old peasant to whom we gave 20 francs in exchange for a few stalks of grain from the sheaf on his little cart was testimony of the poverty of most of

these people. And yet they have the courage to carry on, broken or impoverished as they are.

The old and the new live side by side in rural France. Crossing a little stream, we noticed, down along the banks, peasant women pounding their washing on the rocks, just as they have done for centuries. And overhead, electric transmission lines evidence modern power.

Forever a reminder of days that are past are the great American war cemeteries with their "crosses, row on row, that mark their place." Even the reminiscent poppies are here, and "the larks, still bravely singing . . ."



The Madeleine—Paris

STATE HEADQUARTERS BUILDING DEDICATED

AT ELEVEN O'CLOCK in the forenoon of Saturday, February 4, 1928 the dedicatory program for the headquarters building for the Missouri State Teachers Association at Columbia was held.

The program consisted of an invocation by Rev. W. C. Gibbs of the Missouri Bible College, the singing of America by the audience and a brief recital of the history of the building program by President Uel

Hendricks and Miss Ella V. Dobbs. Roscoe V. Cramer, President of the School Administrators Association and County Superintendent L. F. Blackburn representing the County Superintendents made brief talks and Mr. J. R. Scarborough representing the State Superintendent of Schools also spoke. The N. E. A. was represented by Miss Anne Thompson. Prof. C. A. Hawkins of Maryville was called upon and responded briefly.



THE HOME OF THE MISSOURI STATE TEACHERS ASSOCIATION
The first Home Built by any Teacher's Association.

W. Lamkin of the Northwest Missouri State Teachers College at Maryville, Chairman of the Building Committee. Mr. Alexander representing the architect Mr. Wm. B. Ittner, briefly described the construction of the building and formally delivered it to the Executive Committee of the Missouri State Teachers Association. Mr. C. E. Burton, Chairman of the Executive Committee, in two or three impressive sentences accepted the building. Very brief talks were made by Miss Genevieve Turk, formerly President of the Missouri State Teachers Association, Miss L. R. Ernst, past chairman of the Executive Committee and former presidents Mr. E. L.

The meeting was presided over by President Eugene Fair of the State Teachers College at Kirksville and President of the Missouri State Teachers Association.

The program moved off with dispatch and each of the speakers displayed good judgment by making his or her remarks brief and to the point. The entire program consumed only an hour.

Hundreds of the visiting teachers and of the general public visited the building during the week and expressed admiration for it.

Unfortunately we have not been able to secure copies of the various addresses that were made. The history of the building



THE SECRETARY'S OFFICE



THE EDITOR'S OFFICE



FRONT

program as given b
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enough to furnish c
These we are glad
lowing page

History of B

Mr.

ORIGINS ARE the beginning to hide themselves the unknown. So the idea that the M Association should a really efficient, comfortable headquarters. Perhaps the idea said to have been a resolution of the Teachers Association permanent headquarters be built. May has now forgotten the idea. That many such a suggestion character of headquarters Association during years, is quite prob



FRONT ENTRANCE

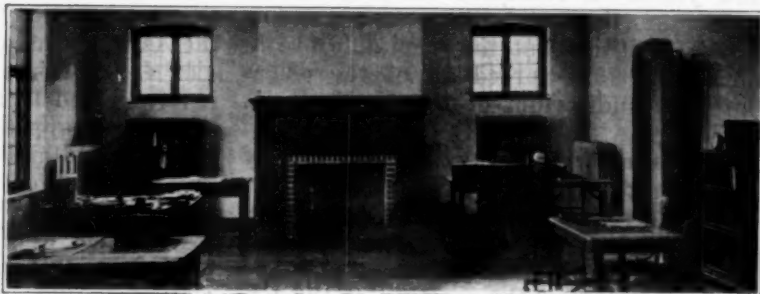
as given by Mr. Lamkin is repro-
sented as it was given. A few
other speakers have been kind
to furnish copies of their speeches.
We are glad to reproduce in the fol-
lowing pages

History of Building Program

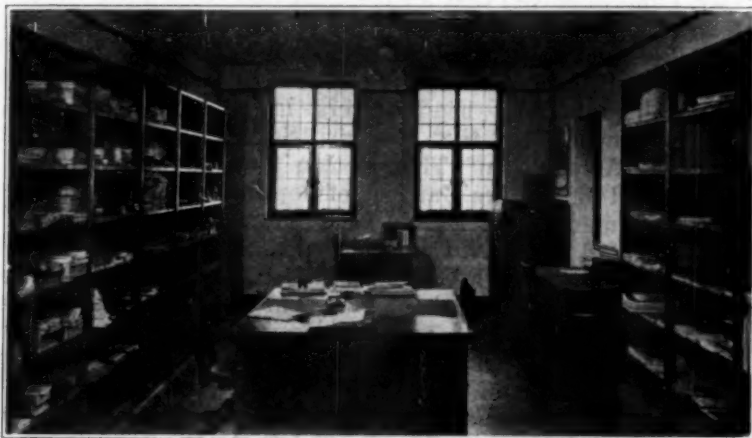
Mr. Lamkin
INSURE always obscure. Even
the beginnings of new things seem
to hide themselves in the mazes of
history. So it is with the origin of
the Missouri State Teachers
Association building of its own.
Efficient, comfortable and respect-
able quarters building of its own.
The idea came from a suggestion
which has been expressed years ago in
the pages of the Southeast Missouri
Association to the effect that
the headquarters for the Associa-
tion. May be some person who
has forgotten doing so, suggested the
idea that many people might have had
the suggestion growing out of the
fact that the headquarters occupied by the
association during the last eight or ten
years is quite probable, for anyone visit-



WHERE ORDERS FOR BOOKS ARE FILLED



THE READING CIRCLE WORK-ROOM



THE SCHOOL AND COMMUNITY WORK-ROOM



THE SCHOOL AND COMMUNITY MAILING-ROOM

ing these offices would have been impressed with the need of better housing facilities.

The old Gordon Hotel where the offices were located up to the summer of '21 furnished rooms that were undesirable from the standpoint of space, comfort and safety. Basement rooms in the University were better only from the standpoint of safety. Rooms formerly used as bed rooms over the Palms furnished inadequate and unsatisfactory quarters for a few years. A residence building on the corner of Ninth and Elm streets gave us better facilities, but the inevitable fire in February, 1927 forced all of the offices into the auditorium of the Y. M. C. A. building.

It is in no way strange that the idea of permanent and adequate headquarters should have been promoted. The first recorded and official movement in the direction of permanent improvement is found in the minutes of the meeting of the Executive Committee in April, 1923 when "Mr. Lamkin moved that a sub-committee of the Executive Committee be appointed to make recommendations to the Executive Committee concerning the establishment of permanent headquarters in a building owned by the Missouri State Teachers Association. This motion was carried and Miss Clara Gardner of Joplin, then Chairman of the Executive Committee, appointed Mr. J. N. Crocker Chairman of the Committee with Clyde M. Hill and Elizabeth Buchanan members with him.

Preliminary reports and discussions were had at the Executive Committee meetings in June and October, 1923.

In January, 1924, the question was again discussed, and Miss Gardner moved that a committee composed of three members with Mr. Crocker as Chairman be selected by him. Mr. Crocker, then Chairman of the Executive Committee, designated President Uel W. Lamkin of Maryville and Mr. Russell A. Sharp of Kansas City to serve with him as members of this committee.

At the State Convention in November, 1924 held in Kansas City, the above Committee made its first report to the Assembly of Delegates. This report pointed out the inadequacy and unsatisfactoriness of the present quarters. The facts that the

offices were leased from year to year, that storage rooms were accepted as courtesies from the University of Missouri were pointed out as neither permanent nor satisfactory for handling the general business of the Association and the publication of *THE SCHOOL AND COMMUNITY*. It was stated that the Association being one of the greatest organizations of the State deserved a real home creditable to itself and so located as to increase the efficiency of the greatest means for the furtherance of education in Missouri. It was reported that no building should be erected until the Association could afford it. The financial conditions of the Association were reviewed and from this review it was believed that appropriations could be made which would make it possible to erect the building in two or three years.

The Committee made four recommendations which were adopted by the Assembly of Delegates. First, that the Association should build a permanent home when not less than 50% of the total to be expended should be available. Second, that a building fund should be created by the Executive Committee the object of which was to set aside \$40,000 for a lot, building and equipment. Third, that the Assembly of Delegates recommend that the Executive Committee make an immediate appropriation of \$10,000 to this fund, and fourth that the Executive Committee name a building committee of five to prepare plans and investigate all problems pertaining to this project and report from year to year to the Assembly of Delegates through the Executive Committee.

Acting on the authority of this report the Executive Committee named on December 13th the following Building Committee: Uel W. Lamkin, Chairman, J. N. Crocker, Russell A. Sharp, L. R. Ernst and J. A. Whiteford members, and at this meeting the initial appropriation of \$10,000 for the building was made. This \$10,000 was invested in 6% bonds, as were subsequent appropriations.

At the annual convention held in St. Louis, 1925, the question of location was debated and decision postponed for one year.

In February, 1926, Dr. McClure of Warrensburg was appointed a member of the

Building Committee to succeed Mr. Sharp who had moved from the state and at this time an additional appropriation of \$10,000 was made.

The Building Committee made a very complete report reviewing the entire history of the building movement and its own work in the examination of sites in Jefferson City and Columbia. Wm. B. Ittner had been employed tentatively as architect, and he had drawn preliminary plans of two buildings, one to be used if the Jefferson City lot was selected and the other to be used if the Columbia site was chosen by the Assembly of Delegates. The Columbia site was chosen by the Assembly of Delegates, and the Secretary was instructed to have Mr. Ittner proceed at once with the building plans for the Columbia lot.

The lot selected was on South Sixth Street in Columbia, Missouri, facing the University campus. It was 105 feet in width and 132 feet in depth. To the depth 10 feet have been added. The Chamber of Commerce of Columbia, Missouri presented to the Missouri State Teachers Association the lot and paid \$7,500 for it. It is interesting to note that the site selected is the site on which the building stood in which the first sessions of the University of Missouri were held.

On December 13, 1926 a joint meeting of the Executive and Building Committees was held with the architect Wm. B. Ittner in the latter's office in St. Louis. Mr. Ittner was directed to proceed with the completion of the final plans and the securing of bids to be opened on January 17th. On this date a second joint meeting was held and the contracts awarded to the lowest bidders as follows: The general contract was awarded to E. H. Kuehn of Jefferson City for \$39,033.00. The heating and plumbing was given to J. Louis Crum of Columbia for \$6,029 and \$1,800 respectively. The contract for electrical work was awarded Jno. L. Platt of Columbia for \$905.00.

The above contract did not include the rear part of the second story. The contract for this additional space was let to the same firm as had the other contract for an additional sum totaling \$2,718.90 on February 12, 1927.

Work was begun on the building in

February and the contracts called for completion by the 6th of August, but the unusually wet spring and summer caused numerous delays so that the building was not actually completed until late in November, and the offices were moved to their permanent quarters during the week of the State Convention at St. Louis.

Miss Ella V. Dobbs spoke as follows:

"I am asked to speak to you today as the president of the Association at the time plans were being made for the construction of this building.

"Since the honor of that office was undoubtedly the climax of my professional career I treasured all that pertained to it and made a memory book including all the press notices and other interesting data. As I look over its pages all of these thrill me with pride except one—and that one I would not refer to at a time like this except to deny its suggestion.

"The St. Louis papers carried headlines such as 'Location of Headquarters Building splits State Association.' But that was not true. That question did not split the Association and I want to say further that there is not, never has been, and I am sure never can be any question which will split this Association. There can never be any desire of any member or small group of members which will be to them more important than the unity and harmonious growth of the whole body. (Applause). Because of a hasty precipitation of the question we did have a sincere though brief difference of opinion but we wisely took time for deliberation and when we came to the decisive vote we were practically unanimous.

"I was reading in my Bible last night the description of the crossing of the Jordan by the Israelites and how Joshua directed them to take twelve stones from the bed of the river and set them up as a memorial. And he said, 'When your children ask "What mean ye by these stones," Ye shall answer them . . . Here the Ark of Covenant passed over Jordan and these stones shall be a memorial forever.'

"And so shall it be when our children's children come into this building, it shall be forever the symbol of the unity and the high purposes of the teachers of Missouri.

It shall be the symbol of generous deliberation and cooperative action for the advancement of education in this state. Here will we bring the trophies of our successes. Here will we set up our memorials—the first of which is already planned for, as you know, in the memorial fireplace which is to be set in the library in memory of Mary J. Brady, for over fifty years a leader of teachers and a lover of little children.

"Thus will the spirit of our highest ideals and aspirations come to dwell in this house and inspire and stimulate those who shall come after us, from generation to generation."

Mr. L. F. Blackburn, County Superintendent of Jackson County, spoke representing the County Superintendents. He said:

"I represent the county superintendents in these exercises. It was said at this meeting by a prominent speaker that the county superintendents of this and other states were the leaders of the rear guards; and the statement was not meant to be complimentary.

"History reveals the facts that the most tactful, courageous, and resourceful leaders in military affairs have been commanders of rear guards and the most heroic soldiers have been those who many times fought in the ranks of the rear guards.

"I assure you, ladies and gentlemen, that no other members of the M. S. T. A. are more loyal to the cause of education and are more deeply appreciative of this beautiful new building, the headquarters, the Home, of the M. S. T. A., than the county superintendents and those whom they lead, the rural school teachers.

"My intentions were to talk about 'the home'; but time will not permit. When one has a home in early life, he does not really appreciate it because he has always had one. If he loses it or has none or wanders away from his early home, he appreciates it and also the one which he may make. Therefore, we may conclude that no future member of this association will ever admire and appreciate this commodious, this beautiful structure as much as the present members of the association for those who come after us will take it

as a matter of fact, as something that always existed because they will have had no part in its consummation.

"Let us, here and now, as we dedicate this Teachers Home, rededicate ourselves to the building of better homes in the cities, the towns, the country so that the next generation of teachers and citizens may be superior to us."

In Superintendent Lee's absence Mr. J. R. Scarborough was asked to represent the State Department of Education. He said:

"Everyone knows the spirit of helpfulness and inspiration which prevails between the State Department of Education and the Missouri State Teachers Association, its members and its officers. The State Department appreciates the help and encouragement which it gets through the work of the Association.

"The members of the Department of Education, both individually and collectively, would be ingrates indeed if they did not rejoice in the fact that the Missouri State Teachers Association has acquired this wonderful plant in which to carry on its work for the teaching profession more effectively."

Roscoe V. Cramer representing the Missouri School Administrators Association spoke as follows:

"There are many reasons why we should be proud of the Headquarters Building of the Missouri State Teachers Association. I now think of two reasons why school administrators, assembled here, are proud of this attractive and well-planned building. In the first place, it has been built and is owned by all the teachers of the state. The teachers from the rural, elementary, high school, and college have all gladly and willingly contributed to the construction of the building. This cooperative ownership shows the professional spirit of the Missouri teachers. Their construction of such a building is demonstrative of their desire to try to improve the educational opportunities of all the children of the state.

"In the second place, the school administrators are proud of this building not only for its beauty, arrangement, and type of construction; but the use that

will be made of the building in the days to come. The final meaning of anything is its use or the service it will render to society. The Missouri State Teachers Association, since its existence, has initiated and sponsored every progressive state educational program that has been achieved in this state. You cannot name a single statewide progressive move in public education that has not been started and sponsored by the Missouri State Teachers Association. This building is to be the headquarters of such an organization. It is to be used by such an organization. It is to be the administrative center for every progressive educational program that may be considered in the next ten or even fifty years. No one, judging from the educational service that has been rendered by the Missouri State Teachers Association, can even estimate the service that will radiate from this building which we are, this day, dedicating.

"With this attractive and serviceable building, may all the teachers in the state from the classroom to the administrative positions work harmoniously together for

the welfare of the children whom they are professionally charged to train. I have the feeling that this administrative building will tend to cause us to work more faithfully as a professional organization and create an everlasting professional spirit among all the teachers of the state."

Delegations from St. Louis and Kansas City came especially for the dedication ceremonies. Those from St. Louis were: Miss Agnes Stead, Miss Mathilda Winkelman, Mr. W. N. Sellman, Mr. F. M. Underwood, Mr. Robert St. Clair, Mr. Raymond F. Holden, Mr. Henry J. Gerling, Mr. C. E. Stephens, Miss L. R. Ernst, Miss Kate E. Brown and Messrs. Alexander and Stephens from Mr. Ittner's office.

Kansas City was represented by the following teachers: Miss Genevieve Turk, Miss Anne Thompson, Miss Nelle Lain, Miss Grace Toomey, Miss Grace Slocomb, Miss Lillian Bailey, Miss Bess Chaney, Mr. Chas. Parker, Mr. J. M. Cottingham, Mr. Otto Dubach, Mr. J. L. Shouse, Mr. J. C. Bond, Mr. Finis Engleman, and Mr. Andrew B. Steele.

A BUDGET FOR MISSOURI SCHOOL SYSTEMS

C. W. PARKER.

A SCHOOL BUDGET is a statement of estimated expense and income for any particular period of time. The period is usually a school year.

A budget is a very essential part of school accounting. Adequate plans for a school year cannot be made until an estimate is made of expected receipts and expenditures. A progressive superintendent and board of education will try to secure reasonably accurate information as to the probable financial circumstances of their district for the coming year. Such information is at times almost indispensable. The time required of the superintendent and secretary of the board for making the budget and keeping accurate accounts is negligible when compared to their value.

The temporary estimate should be made in February or March, before the April election. This estimate should be made by the board of education and the superintendent for the purpose of determining the necessary tax levy for the coming year. The amount of income and expense for the current year may be used as a basis for estimating the next year's finance.

The final and detailed budget (the one with which school administrators are most concerned) should be made in July or in August—preferably in July. In the smaller systems, the

superintendent and the secretary of the board ordinarily do most of the work involved in making the final, detailed budget. The faculty can assist by helping collect such data as the amount of educational supplies that will be needed.

Before the budget is made, such matters of policy as the furnishing of supplies and textbooks, teachers' salaries, nature of the curriculum, organization of the system, and future building needs must be determined by the school board and superintendent.

The form of the budget is important. It should be in three parts—first, a brief general statement or "budget message"; second a statement of the totals of receipts and expenditures; third, a detailed statement of estimated income and expense. The general statement will contain general information as to enrollment data, policies decided upon by the superintendent and board, and the chief conclusions as to the financial status of the district for the coming year. Each item in the detailed statement of expected receipts and expenditures should show the amount of money under that particular item for the past as well as for the coming year.

After the preparation of the budget is complete comes the second step—its presentation and approval. The presentation is to the board

of education and matters of approval or amendment are discussed by this body. The board will usually accept the recommendations of its secretary and the superintendent. In the presentation to the board, matters of educational policies and aims should be emphasized and not the purely financial considerations. The budget should be presented in as simple a way as possible.

The third important factor to be considered is the administration of the budget. This function is exercised, in the average system, by the superintendent and the secretary of the board. The superintendent usually does the work and uses a simple but adequate system of accounting. Care should be taken that expenditures do not exceed the appropriations in the nine classifications of expense and their subdivisions. If it is found after the approval of the budget that changes in the amounts appropriated will be necessary, the school board should be consulted before any changes are made.

In order to keep accurate account of receipts and expenditures, adequate accounting forms should be purchased. School accounting forms may be purchased from such companies as McCormick-Mathers Company of Wichita, Kansas or Webster Groves Publishing Company, Webster Groves, Missouri; or post binders and columnar sheets may be purchased and forms made as desired. Sufficient knowledge of the theory and practice of school accounting may be had by reading some such book as Moehlman, *Public School Finance*, Rand-McNally.

Following is a suggested plan for making school budgets in Missouri systems. The form for expenditures is adapted from the forms recommended by the U. S. Bureau of Education.

I. Procedure.

1. Temporary budget made by the board of education and the superintendent in February or March.

2. Final and detailed budget made by the superintendent and secretary of the board in July or August and approved by the board.

3. Budget administered by the superintendent and secretary.

II. The budget message.

1. Described above.

III. Statement of the totals of receipts and expenditures.

IV. A suggested budget form for Missouri schools follows.

A SUGGESTED BUDGET FORM.

Receipts

I. Revenue receipts.

1. Federal and state aid and appropriations.

1-1. Smith-Hughes aid.

1-2. Vocational home economics.

2-2. Vocational agriculture.

3-2. Aid for industrial subjects.

2-1. Teachers' quota.

3-1. Attendance quota.

4-1. Free textbook apportionment.

5-1. Consolidation aid.

6-1. Total federal and state revenue.

2. Income from county funds.

3. Income from township funds.

4. Income from district taxes (including R. R. taxes).

1-1. General fund (teachers and incidental).

2-1. Building, interest, repair, and sinking funds.

3-1. Total from district taxes.

5. Income from tuition.

6. Total revenue receipts.

II. Non-revenue receipts.

1. Income from sale of bonds.

2. Income from temporary loans.

3. Sale of property.

4. Income from insurance adjustments.

5. Other non-revenue receipts.

6. Total non-revenue receipts.

III. Cash Balance July 1.

IV. Grand total of receipts.

Estimated Expenditures.

I. Administration (general control).

1. School elections.

2. Board of education and secretary's office.

3. Legal services.

4. Superintendents of schools and their offices.

5. School census.

6. Other expenses of general control.

7. Total general control.

II. Instruction.

1. Supervision.

2. Instruction proper.

1-1. Kindergartens.

2-1. Elementary schools.

3-1. Junior high schools.

4-1. Senior high schools.

5-1. Special schools or classes.

III. Co-ordinate activities.

1. Enforcement of compulsory attendance.

2. Medical inspection.

3. Dental inspection.

4. Nurse service.

5. Total co-ordinate activities.

IV. Auxiliary agencies.

1. Transportation of children.

2. Public lunches or cafeterias.

3. Expense of community center work.

4. Recreation (as operation of playgrounds).

5. School gardens.

6. School savings banks.

7. Total auxiliary agencies.

V. Operation of the school plant.

1. Wages of janitors or engineers.

2. Janitors' or engineers' supplies.

3. Gas and electricity.

4. Fuel.

5. Telephone

6. Water.

7. Other expenses of operation.

8. Total operation.

VI. Fixed charges.

1. Rent.

2. Insurance.

3. Taxes.

4. Pensions.

5. Other expenses of fixed charges.
6. Total fixed charge.
- VII. Maintenance of the school plant.
 1. Repair of building and upkeep of grounds.
 2. Repair and replacement of janitors' equipment.
 3. Repair and replacement of educational equipment and furniture.
 4. Other expenses of maintenance.
 5. Total maintenance.
- VIII. Capital Outlay.
 1. Purchase of land.
 2. Improvements to sites.
 3. New buildings.
 4. Equipment for new buildings.
 5. Equipment for old buildings.
 6. Alterations of old buildings (not repairs).
 7. Total capital outlay.
- IX. Debt service.
 1. Payment of short-term loans and interest on them.
 2. Redemption of bonds.
 3. Interest on bonds.
 4. Refunds of taxes, tuition, etc.
 5. Other items.
 6. Total expenses of debt service.

The above classifications may need to be subdivided in the very large systems, but should be entirely adequate for the average system.



HIGH SCHOOL PROGRESS

There is considerable evidence of increased interest in the communities of the state in better educational advantages for the boys and girls. One outstanding piece of evidence lies in the fact that a number of high schools on the second and third class list last year have this year been raised to first class. The following schools have been raised to the first class, and when all high schools have been inspected this year there will probably be more:

1. Bakersfield
2. Bible Grove
3. Bunker
4. Bland
5. Bloodland
6. Camden
7. Centerville
8. Flemington
9. Fremont
10. Glenwood
11. Grandview (South Gifford)
12. Hunnewell
13. Irondale
14. Lesterville
15. Marquand
16. Mayview
17. Millville
18. Mineral Point
19. New Cambria
20. Nishnabotna
21. Orrick
22. Risco
23. Rothville
24. South Gifford
25. Wakenda
26. Windyville

The mere fact that twenty-six second and third class high schools have been raised to the first class is not in itself important. However, this represents more than a mere addition

of courses. It indicates that more and better equipment has been added. It means a wider selection of subject matter. It shows further that a more substantial teaching force has been employed. The elementary school has been improved. Better conditions prevail throughout the school. Probably the most important thing indicated is the willingness of the patrons of the communities mentioned to sacrifice in order that better school facilities might prevail in their respective communities.

PHYSICAL EDUCATION TEACHERS

The following regulations governing teachers of physical education effective next school year have been formulated:

- I. Requirements where work is for credit.
 1. A gymnasium, field, or playground in condition to use. (that is, reasonably level).
 2. Supplies needed furnished by the school.
 3. A qualified physical director, with at least 15 hours.
 4. The director must follow syllabus and have an outline.
 5. Must be a teacher of physical activities and not a spectator.
- II. Requirements for work approved without credit.
 1. Must have a gymnasium, room, or field where activities can be carried on.
 2. Must furnish supplies, balls, etc. needed in work.
 3. Physical directors in first class high schools must have at least five hours credit in physical education in 1928-29, and 2½ hours more each year up to 15. Teachers in second and third class high schools must have 2½ hours in 1928-29 and an additional 2½ hours each year up to 15.
 4. Must follow syllabus and show outline.
 5. Must be a teacher and not a spectator.

If superintendents write to the Teachers' Colleges or the University and ask for a coach rather than a physical director it must be understood that the work will not be approved by the Department.

There are now available at the University, 23 with majors in physical education who are graduating in June. Sixteen of these are young women and seven are men, some of whom have had experience as well as training. This number is entirely inadequate to meet the needs of the state and they should be employed before less qualified people are selected.

There are also a number of people majoring in physical education at the Teachers Colleges. The Department is always glad to make recommendations to those desiring a physical director.

RADIO PROGRAMS

The Radio Course in the Civil Government of Missouri given at 7:20 each Thursday night will close the evening of April 19 with an address by Lieutenant Governor Phil Bennett of Missouri.

The speakers from March 1st until the close are:

- Mar. 1—T. H. Cutler, Chief Engineer State Highway Department.
- Mar. 8—W. A. McAtee, State Oil Inspector.
- Mar. 15—F. T. Stockard, Supervisor Corporations and Commissioner of Securities.
- Mar. 22—Gen. A. V. Adams, Adjutant General of Missouri.
- Mar. 29—Col. W. N. Phillips, Secretary Soldiers' Bonus Commission.
- Apr. 5—Enoch Underwood, Commissioner Permanent Seat of Government.
- Apr. 12—E. H. Winter, Speaker House of Representatives.
- Apr. 19—Phil A. Bennett, Lieut. Governor of Missouri.

Everyone in Missouri within reach of a receiving set should hear the addresses given by the state officials and department heads in order to become more familiar with the nature of the work of the several Departments of our state government. It is a courtesy and kindness upon the part of these officials to prepare and deliver these addresses, and they are entitled to a large audience of school children and adults. All addresses have been highly informational and those yet to be given will likewise contain information every citizen should hear.

STATE SPELLING CONTEST

The State Spelling Contest will be held in Jefferson City Friday, May 11, beginning at 9 a. m. All contestants should come to the city the night before unless they live close enough to reach the capital in time the morning of the contest.

Those chosen by a vote of the county superintendents who will have charge of the district contests are:

MARYVILLE

Leslie G. Somerville—Nodaway
Irene O'Brien—Davies
Reta Mitchell—Gentry

SPRINGFIELD

L. H. Coward—Greene
Harry Moore—Lawrence
J. K. Connolly—Texas

WARRENSBURG

Fred B. House—Johnson
C. F. Scotten—Pettis
L. F. Blackburn—Jackson

KIRKSVILLE

Mrs. Anna L. Swartz—Knox
J. G. VanSickel—Adair
J. V. Minor—Randolph

CAPE GIRARDEAU

J. T. McDonald—Cape Girardeau
Wilbur M. Welker—Bollinger
Vivian Gaty—St. Genevieve

ROLLA

Jas. H. Brand—Crawford
Tom Shelton—Maries
James Hess—Phelps

Every child in the public and private schools of Missouri of elementary and secondary rank is eligible unless he or she won first place in the rural or grade division in previous years. In this case, if the child has entered high school, he or she may compete in this division. The Missouri State Teachers Association has given \$100 to be used as cash awards and in addition the State Superintendent will give certificates of award for first, second and third place.

The contest consists of high school, elementary school and rural school children. Therefore, every county superintendent should choose in preliminaries the best speller in each of the three groups and take these three to the meeting in his or her college district this spring where the district winners will be chosen. The county superintendent with a state contestant should be responsible for their appearance at the contest at Jefferson City before 9 a. m. May 11.

The words for the state contest will be chosen from Missouri newspapers exclusive of proper names and trade names. Only words appearing in the news and editorial columns will be used.

No preliminary words are sent by the Department for study.

NEW PUBLICATIONS

A new syllabus, "Character Education," is in the printer's hands. This publication is a part of the Elementary Courses of Study, but will appear too late in the school year to serve any purpose until September.

The Social Studies syllabus has been delivered and is being distributed. It contains all the courses in Social Studies for junior and senior high schools.

Telephone News

♦ ♦ ♦ ♦ An Advertisement of the



Southwestern Bell Telephone Co.

Telephone Co. Is a Permanent Institution in Missouri

Building A Home?



If you plan to build a home this Spring, it is well to consider the location of your telephone. Building plans should provide a permanent niche for your telephone and perhaps for one or more extensions. If this is done in advance, the telephone wires can be concealed and protected.

You can obtain a pamphlet at the Telephone Business Office, which contains suggestions, explanations and wiring diagrams for the proper installation of telephones in homes and apartments. This pamphlet is also of particular value to architects and contractors.

The Modern Salesman



A salesman ready to start on a round of his territory found the roads impassible. It looked like a week lost until he decided to call his customers by long distance. He did so, got his orders just as though he had called in person, and saved both time and money.

In Missouri

ONE YEAR AGO

636,000 Telephones

26,470 Long Distance calls daily

TODAY

655,000 Telephones

28,700 Long Distance calls daily

Building Today For Telephone Needs of Tomorrow



The business of supplying telephone communication is a permanent business. It is not working just for today, but for tomorrow as well. The Southwestern

Bell Telephone Company is committed to a continuous program of extension and improvement, a program which is based upon the estimated growth and expansion of the region in which it operates. Money is expended to provide equipment in advance of the needs of the community. The telephone company has faith in the future of Missouri.

Today it serves directly through its own central offices 99 towns and cities in Missouri. In 29 of these communities it owns its own buildings. A network of some 1,760,000 miles of wire covers the State. Each year thousands of miles of wire are added to the system and thousands of new telephones are connected.

At present there are approximately 655,000 telephones in Missouri. Telephone engineers forecast a growth in population and an expansion of industry that will require almost double this number of telephones in 1950. Construction activities now are planned on that estimate of future requirements.

The permanent policy of the Bell System is to supply the best possible service at the lowest possible cost consistent with financial safety.



SCHOOL MONEYS

Letters come daily from persons concerning the school money the Department apportioned six months ago. Each year hundreds of letters have to be written from the office in an effort to secure correct information upon which to distribute the money, and with all the care exercised in the office it has been impossible to pass any year without receiving the same general complaint.

All teachers and school boards should read the following sections in the School Laws of 1927: 11179, 11180, 11181, 11211, 11212, 11264, 11295, Section 15, page 201 and Section 2, page 202.

Sections 11179, 11211, 11264 and 11295 are the most important because most of the money is distributed under these sections. If school boards make errors they should not try to have these corrected under 11181 because errors of school boards are not subject to correction. Section 11180 should not be used unless a widespread epidemic lessens school attendance. This section was enacted to care for districts affected by the influenza in the autumn of 1918.

Teachers should use due care to furnish a correct average daily attendance and total days' attendance so the board will have this with which to make the attendance report to the county clerk to secure money under Section 11179.

Only schools attended by orphans supported by a philanthropic institution are eligible for aid under Section 2 page 202. Children's homes supported by the state, city, or chartered by the city are not entitled to aid according to ruling of the Attorney-General.

Those responsible as well as those interested in securing the correct amount of state money for the schools should see that every blank is properly filled and filed with the county clerk on or before June 30 each year.

Consolidated districts formed since July 1, 1927 should take their enumeration and determine the average daily attendance for this the first year by taking 64 per cent of the enumeration. This is in compliance with Section 11264, School Laws 1927. After the first year the actual average daily attendance exclusive of non-residents should be used.

FILLING REPORT BLANKS

Incorrectly filled report blanks are of little value. When incorrectly filled reports are summarized in the Annual Report of the State Superintendent the inaccuracies render the document of little value. The Annual Report should be a document containing accurate data about the schools of the state which could be preserved for a source of information in years to come. Educators will always be interested in all reports for previous years. Also historians will use these publications for research and history has little regard for inaccurate data.

The Seventy-Eighth Report which is now on the press contains inaccuracies. It consists of

tabulations and summaries of reports received here and necessarily when the summary tables are made the totals for the state on the same items do not agree.

These inaccuracies can be avoided if every teacher will file a correct term report and in turn if everyone responsible for making reports based upon the teachers term report will make exact copies.

VALUABLE TOUR OFFERED HIGH SCHOOL STUDENTS

The State Society of the United States Daughters of 1812 has asked the Department to co-operate with their organization in an essay contest and the four high school students of this state who write the best essays will be given a free two-day tour to include the Capitol building, the University of Missouri and the Old Tavern at Arrow Rock, Saline County.

The Daughters of 1812 have planned this tour as an incentive to stimulate a more intensive study of the Constitution of the United States. Also they have in mind to offer opportunities to those who will not compete or cannot take part in the oratorical contests on the subject of the Constitution. Not all children are endowed with ability to speak in public, but all can express themselves in writing. It is, therefore, the purpose of the Daughters of 1812 to provide extra incentives for all children to take part in a competitive effort, preparation for which requires a close study of the National Constitution.

The rules and regulations made by the State Society Daughters of 1812 for the contest are:

1. Subject: Constitution of the United States.
2. Any high school student having the consent of the principal or teacher may participate.
3. Essays are limited to 500 words.
4. Essays must be written in the school room without notes at a time assigned by the teacher, in her presence and not later than May 1, 1928.
5. A signed statement from the teacher assuring the fulfillment of the above condition and stating date when essay was written must accompany any essay entering the contest.
6. No name, either of writer, school or town may be written on any essay submitted.
7. Only one essay may be sent from each school. The principal or teacher will make the selection to be sent to the State Superintendent of Schools not later than May 5, 1928.
8. All essays will be graded by the State Department and winners of prizes announced from this report.

Mrs. Hughes Bryant of the Kansas City Chapter, National Society United States Daughters of 1812, has offered to sponsor the prizes of a two-day trip to Jefferson City, Columbia and Arrow Rock. This trip is to be taken on Constitution Day, September 17, 1928.

Dr. John Pickard, chairman of the Capitol Decoration Commission, will make an interesting talk on the mural decorations of the Capitol as the party is shown through the building.

The students will be taken to call on Governor and Mrs. Baker at the Executive Mansion. The 1812 Chapter at Jefferson City will entertain the party at luncheon.

From Jefferson City they will go to Columbia and visit the University of Missouri and from there to Arrow Rock to spend the night and visit the historic old tavern.

For any further information needed, communicate with Mrs. Hughes Bryant, Regent, Kansas City Chapter, Newbernt Hotel, Kansas City, Mo., or Mrs. W. R. Painter, State President, Carrollton, Missouri.

WHAT'S IN A NAME

Majewski, Wozniak, Skrzycki, Cytacki, Dzwonkiewicz, Karwowski and Sledzinski are the family names of the seven members of the Board of Education of the schools of Hamtramck, Michigan. This we learn from "The Hamtramck Public School Bulletin" a monthly publication issued by the school and printed by the High School Printshop. We learn further that this school serves 11,000 children, and from the thirty-six pictures shown in this number of the bulletin we see that the schools believe in "doing things." The bulletin as a whole tells a story of cooperation, activity, life. Not much of America in these names but some of Missouri's schools would gain in vision and progressiveness if a portion of the spirit of Hamtramck could be transferred to them.

Summer School in the Mountains of Montana

The University of Montana offers three terms—June 18 to August 17.

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The Fullerton pamphlet, published by the State of Iowa, helps rural schools use Orthophonic Music wisely. (Especially delightful are the folk-dances and singing games!) . . . The Silver-Burdett Books, with Orthophonic Records, are inspirational helps for junior high.

And whatever the grade or the school, the new revised Victor text, "What We Hear in Music," is the fundamental work. Standard for all teaching of Music Appreciation—the great music-source book in thousands of schools. . . . Let us send you full details. Also the new Educational Catalog of Orthophonic Records, a big help just to read! Use the coupon.

The Educational Department



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Name _____

Address _____

Department of Physical Education

By Dr. H. S. Curtis, Director of Physical Education.

A PLAN FOR HEALTH ORGANIZATION IN THE HIGH SCHOOL

The American Child Health Association has recently completed the study of Health Teaching and Organization in the high schools of America. In making this study it offered a prize of \$1000 for the best program and lesser prizes for others. Its final study was based on the programs sent in by fifty-three different high schools.

As the outcome of this study, it is specifically recommended as fundamental to securing adequate results that the high school name a Health Director or a Counselor to be the liaison officer for all departments having to do with health. The duty of this person to be the co-ordinator of the work in physical education, nurse service, health teaching, domestic economy and other subjects so as to give a rounded program to the student.

This health director would have charge also of all reports on physical examinations which he would follow up so as to secure the removal of physical defects. All absences on account of illness would come to him or her for study and approval, and he would have certain office hours at which he might be consulted on any health problem. It would be his duty also to study health conditions in and about the school and devise ways of improving them.

This health director would be given a staff or cabinet, consisting of, in general, the nurse, the dean of women, the physical director, the domestic economy teacher and anyone else who might be specially interested in health. In the different schools reporting, this health director was often a nurse and about as often the physical director. Sometimes it was the science teacher and sometimes the dean of women, or the domestic economy teacher.

Some of the health studies which such a Counselor might well make with a view to improving the health of the students would be to find out from the student body the following facts:

How many hours do you study at home?

Work? Sleep?

What recreation do you take other than physical?

How many times do you go to the movies each week?

What exercise do you take outside of school?

When did you last go to the dentist?

How many times were you absent from school on account of sickness last term?

How much milk do you drink each day?

These studies would put into the hands of the teacher of health just the facts that she would need in order to give the right emphasis to her health teaching.

THE WORK OF THE PHYSICAL DIRECTOR

About a month ago, the Department sent a letter to all superintendents and physical directors in regard to the program to be followed. The program that is desired is a program which will be outlined by months so as to indicate that the work which is outlined by years in the High School Syllabus is being completed.

There is too much work which is to be classed only as stunts rather than a period of physical training. Oft-times there is no definite organization of the period. In general, each period of physical education should begin with the roll call, followed by a setting up drill, a march, or running for a short period, to be followed by natural gymnastics or the practice of elements in games or athletics and close with a game or athletic event.

The responsibility of the teacher of physical education is to secure results. His responsibility for teaching games and athletics to his class is exactly the same as his responsibility to an inter-school team and in one case no less than the other, definite, detailed coaching is needed. The umpiring, time keeping, and score keeping should be assigned to members of the class.

WALKING TRIPS

The walking trip in America has generally been only a "hike." A hike may be defined in general as a walk without an object. On the other hand, walking in Europe always has a definite objective. The walk goes somewhere and does something. It would be desirable that each high school should make out a plan for twenty to forty walks which would cover the surrounding territory and take its students to all points of interest or places where interesting experiences could be had. A record should be kept of all walks as to distance, time and experiences. Ultimately, these all to result in a little booklet for the guidance of future generations of students.

The following hiking rules from the Women's Athletic Association of Trenton High School are suggestive:

1. Hikes shall be taken at a known distance of five or ten miles.
2. Only one ten-mile hike or two five-mile hikes can be taken in one day.
3. No hike can be taken on Sunday, and no men are allowed on hikes.
4. Not more than one hundred points may be secured in hikes in any school year.
5. Hikes must be taken within a reasonable time.
6. At least one Athletic Association girl must be a member of each hiking group.
7. A report of each hike must be made by the Association leader of each hike and

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deposited with the Hike Supervisor within two days after hike is taken.

8. Report must contain the following data:
 - (a) Date of report; date of hike.
 - (b) Place, distance, time, time taken out for rest, total time.
 - (c) Names and class of members (Junior, Senior, etc.)
 - (d) Report must be signed by hike leader.
 - (e) A non-Association girl may obtain permission to lead a hike when an Association member cannot be obtained. The girl applying for such permission must be familiar with hiking procedure. Such permission shall be granted by the following persons only:
 1. Hike Supervisor.
 2. President and Vice President of Association.
 - (f) All hikes must be turned in on regulation hike card.

PROFESSIONAL SPIRIT

All teachers of Physical Education should take some professional magazine that will keep them in touch with the field. There are two of these of national standing. The first is the "American Physical Education Review," which is sent to all members of the American Physical Education Society. The director would like to report a large percentage of the teachers in the field had become members. The second is—"Mind and Body"—a similar magazine which was originally the organ of the North American Gymnastic Union; the price is \$2.00 a year.

ALIBI

I AM the consort of failure,
But I own a necessitous smile,
For I have to explain, notwithstanding the pain,
How they licked us because of a down-pour of rain.
That's a sample of some of my style.

I am the kind of a sportsman
Who can't stand the sting of defeat;
And so I find reason, in every season
For failure. I know there are fleas on
The puppy that lives on such meat.

When I fail to make good in a conflict,
My opponents have something the matter
With team or with man; so I put up with the ban
Against a good player, whenever I can,
And raise dust and smell and a clatter.

I'm billious and mean and I know it.
Thought I can't sing a song, I can cry.
I'm a second class fellow whose color is yellow,
Who is gifted in having power to bellow,
I'm the common place cur—ALIBI.
—Exchange.

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ITEMS OF INTEREST

SABBATICAL LEAVES

W. F. Webster, Superintendent of Schools in Minneapolis in an article on "Considering the Benefits of Sabbatical Leave" in *The Nation's Schools* quotes some interesting data furnished by the N. E. A. Research Division. Thirty cities grant sabbatical leave. The rules for carrying on a sabbatical leave are nearly uniform for all cities. There must first be a period of service before leave can be secured. Twelve cities demand seven years of prior service and thirteen call for ten years. One city demands six years, one eight, one fifteen, and one, Richmond, Virginia, asks for but three years. The length of the leave is one year or one-half year, twenty-two cities granting a full year, and eight one-half year. Fifteen cities give half pay, while three give full salary less the pay of a substitute. Seven cities limit the pay to \$1000 or some other fixed amount. As to the reasons for sabbatical leave, Mr. Webster sums up his ideas in a sentence—"A sabbatical leave should be granted for rest, for study, for travel—these three—but for today, the greatest of these is travel."

NATURE STUDY and HEALTH EDUCATION SERIES

By Alice Jean Patterson

Department of Nature Study and Elementary
Science, Illinois State Normal University

Author of

Studies in Science, The Study of Nature, The Spinner Family, Harmful and Helpful Insects.

These books each cover a year's work in nature study and health education. The purpose of the books is, in the first place, to plan lessons simple enough to place in the hands of children and interesting enough to bring the children real enjoyment as they learn more about the nature world in which we live; in the second place, to arrange workable lessons for the busy teacher who finds her daily program filled to the last minute.

Since there is a tendency everywhere among school people to reduce rather than increase the number of school subjects in the grades, and since nature study and health education are so closely related, it seems the part of wisdom to combine these science subjects.

Nature Study—Health Education, text, fourth year, 72c; notebook, fourth year, 40c.

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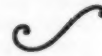
Educators and old friend of A. J. Nystrom & Co. will be interested in news that this old established publishing company is now settled and operating smoothly in their recently purchased ultra-modern daylight plant located at 3333 Elston Ave. in the northwest section of Chicago. New, up-to-the-minute, specially constructed for the manufacture and warehousing of maps, globes and charts, and with all departments coordinated under one roof, we understand that their present large capacity will be tripled easily.

Gathered under one roof in its new plant is a variety and volume of map, chart and globe equipment that is really amazing. Small maps, large maps, hundreds and hundreds of animal, bird and insect pictures. Charts picturing the development of earliest civilization to the present day. Charts for Botany, Zoology, Anatomy and Hygiene.

It is interesting, too, to note the success of the profit sharing plan which this company has been operating for over ten years. The thousands of dollars distributed every year have made for a low labor turnover and an excellence of service that has been a major factor in their success. 10% of the employees have been with the company 15 years—40% over 5 years.

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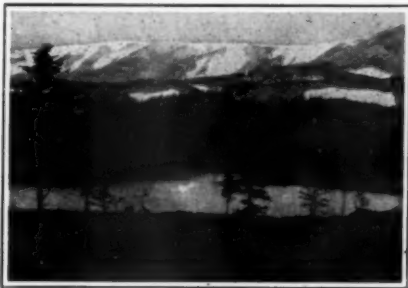
MAYNARD M. HART MADE PRINCIPAL OF ROOSEVELT HIGH SCHOOL

At a meeting of the St. Louis Board of Education on February 14th, Mr. Maynard M. Hart was selected principal of the Roosevelt High School, when the Board ratified the recommendation of Superintendent John J. Maddox that such action be taken. Mr. Hart has been serving as assistant principal under Mr. Armand R. Miller who recently resigned the principalship to accept the headship of the Department of Chemistry in Harris Teachers College.

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on the part of teacher and pupils. The president of the Board of Education, Mr. C. R. Hawkins reviewed the history of the building program and the events and conditions which had made it necessary. After seeing the building and hearing Mr. Hawkins' report two facts were cause of wonder, namely that so much building and equipment were gotten for \$85,-

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Hundreds of school men have found the Compton plan the best and most profitable way to spend a summer vacation. Each summer a large majority of those who were with us the preceding summer are back again. And some have stepped into permanent executive positions with us.

To cite some specific examples, Mr. "A" was for several years superintendent of schools of one of our largest cities. Immediately following this he was elected president of one of the largest Normal Schools in the state. He resigned this position to join the Compton organization 4 years ago. He now earns more than he did in either position. Mr. "B" was a principal of schools for 5 years. He entered the business world as a text book salesman where he doubled his salary as a principal. He has been with Compton 4 years and the first year tripled his earnings. Mr. "C" was engaged in athletic work and now with us his earnings are 5 times as much as the average principal or superintendent.

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000 and that it had been erected in such a short time. The election was held on March 22, 1927, carrying by a vote of seven to one, and the general contract was let on May 16th.

The principal addresses of the evening were made by State Superintendent Chas. A. Lee and Lloyd W. King, superintendent of schools at Monroe City.

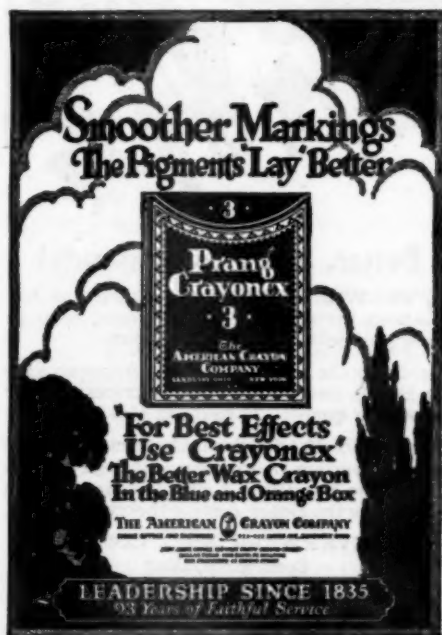
W. E. Moore, superintendent of the Shelbyna school presided at the dedicatory ceremonies.

COLLEGE PRESIDENT ABSOLVED AND EXONERATED

The Supreme Court in a recent decision absolved from all blame President Jos. A. Serena for the action he took in expelling from one of the dormitories of the Southeast Missouri State Teachers College a youth who was laboring under the impression that his room was his castle. Refusing to pledge himself to orderly conduct, and refusing to vacate the building this youth was ejected. Thereupon he brought suit against the president for \$3,000 damages and has recently lost his case in the supreme court. The following are some of the courts comments:

"Appellant was not a tenant in any sense of the word. He did not have even the full and unrestricted rights of the lodger, because Albert Hall was not an ordinary lodging house. It was an auxilliary of the college."

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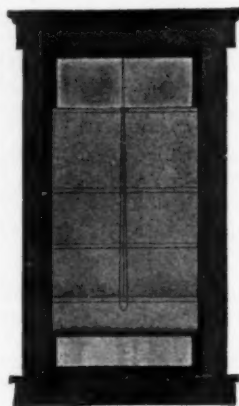
The court declares that the president was justified in his actions and that the indignation on the part of the president was fully justified.

MISS LAURA L. RUNYON FIRST TO RESPOND TO MUSEUM REQUEST

Miss Laura L. Runyan, of the Department of History in the Central Missouri State Teachers college at Warrensburg, was the first to respond to the request for old textbooks which was printed in the February number of the School and Community. Miss Runyon offers the following:

Common School Grammar, 1868
Sanders Readers, Fourth Book, 1864
Ray's Higher Arithmetic
Baxter's Life, 1846
The Fifth Reader, 1861
Elements of Geometry and Trigonometry, 1869
History of the War of Independence in the U. S. of America, Chas. Botter, Vol. II, 1842.

Professor Jesse Wrench of the History Department in the University of Missouri has also indicated his willingness to donate to The



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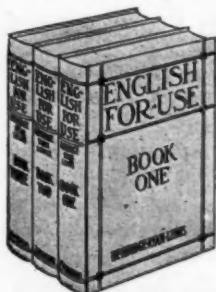
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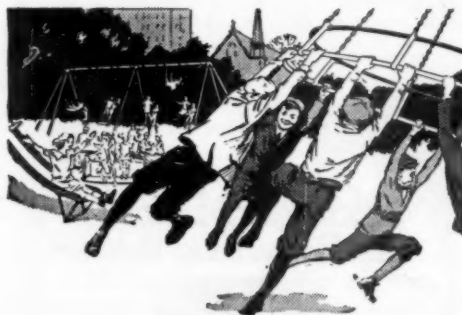
The series is unique in avoiding preaching and talk. The lessons begin with an interesting story, a challenge to do something, a problem to work out. A principle is discussed from a concrete example; a model is given, showing its use. Then the pupil applies the principle. The fulfilment of the title was the constant aim of the authors.

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he divided the topic into seven phases, education and vocations, education and expression, education for health, etc. Each member of the class drew a topic and was given an hour for mental notes and planning. No written notes were allowed. The talks were made to the sophomores and juniors as the audience and each was of five minutes duration. The audience enjoyed the experience and profited by it.

Some topics are handled as debates, congressional rules being followed which allows interruptions and questions from the opponents and gives a stimulating setting.

Mr. Buren holds that a teacher who has a knowledge of psychology can create his own methods to suit the needs and abilities of his own students. His faith in the work being done at Plato in Public Speaking prompts his issuance of a challenge to any other second class high school to meet his in debate. However, a failure to have this challenge accepted does not bother him for, as he puts it, "Our representatives are being met by outside community people."

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COUNTY SUPERINTENDENTS VOICE APPRECIATION OF SHORT COURSE AT KIRKSVILLE

County Superintendents of Northeast Missouri State Teachers College District, who have just completed a short course given especially for their needs, expressed in the form of resolutions their appreciation of the course.

Special thanks were extended to President Fair, Professors Smith, Elsea, and Beggs for providing the course and arranging the program.

The list of instructors named in the resolutions include, in addition to those named above, Professors Byron Cosby, L. B. Sipple, head of the Department of Education of the State Teachers College of North Dakota, Miss Mabel Hamilton and Mr. Rosenstengle, both of the State Department of Education who gave lectures in the forenoon, and also Dean Eubank, Professors Kirk, Rothchild, Russell, Bray, Mrs. Harvey and Hon. Maurice Fels of Philadelphia who constituted the lecturers for the afternoon periods.

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ABOUT BOOKS

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STUDENTS OF THE history of Europe and European policies which ushered in the era leading to the World War will find "From Bismarck to the World War," by Erich Brandenburg (New York: Oxford University Press) a most illuminating work. It is based not only upon a study of published volumes from the German archives, but also upon an independent investigation which covered some fifteen years. It is the fullest and most complete description of the German policy during the twenty-five years before the World War, and is written with the query "Who Caused the War?" in mind. Space does not permit an adequate review of this work.

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direct attacks upon the position of the opposing camp. Among those that are well worth reading is "Creation, A History of Non-Evolutionary Theories," by Edwin Tenney Brewster (Indianapolis: Bobbs Merrill \$3.50). The author approaches his subject from the historical angle and makes no attempt to establish any theories or theses. In describing and analyzing the theories of creation from Babylon to Bryan he has performed a most worthwhile task. Both modernists and fundamentalists may read this volume with profit.

"Storm Fighters," by J. D. Whiting (Indianapolis: Bobbs Merrill) chronicles the exploits of that little known and scarcely appreciated branch of government service, the Coast Guard. The book consists largely of the recital of a number of thrilling adventures in which these Good Samaritans of the Deep participated. For boys in their early teens no better book could be found.

Teachers and parents will find much to interest them in "The Child and The Home," by B. Liber (New York: The Vanguard Press 50c). The theory the author develops here is that children are not allowed to grow RATIONAL-LY. In developing his theme the author sets aside stereotyped ideas on child training and shows how he would deal with many perplexing problems of childhood. Well worth a reading, though the average teacher will not agree with it.



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In "The A B C of Psychology," by Vance Randolph (New York: The Vanguard Press 50c) a fairly successful effort to reduce the science of psychology to common terms and understandable dimension is made. As a dissertation on the subject of behaviorism this little volume is worth more than a glance.

"The Writer's Handbook," by Bryan, Nethercot and De Voto (New York: The Macmillan Co.) is "an empirical and pragmatic textbook of composition," written particularly for college students, but a book which anyone interested in composition will find valuable. The most important chapters are, The Whole Composition, The Paragraph, The Sentence, and Grammar.

The public school system of Denmark has been thoroughly and adequately analyzed and discussed in "Among The Danes," by Edgar Wallace Knight (Chapel Hill N. C.: University of N. C. \$2.50). In his work the author gives special attention to rural conditions. Two chapters are devoted to the famous folk high schools of Denmark, and other chapters deal with Adult Education, Training Elementary

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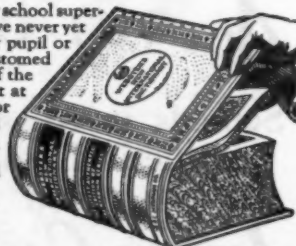
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A book which all boys and girls, as well as their teachers ought to read is, "Adventures in Reading," by May Lamberton Becker (New York: Frederick A. Stokes \$2.00). The author has made a fine art of reading for pleasure and profit and in this volume writes down her discoveries and conclusions. Here she talks to boys and girls about their reading as one book lover to another. Some of the subjects treated are, Reading for Companionship, Discovering the Delights of History, Romance and Fantasy, etc.

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An excellent story for high school girls is "Two Girls and Two Treasures," by Agnes Miller (Boston: Lothrop, Lee and Shepard \$1.50). A mystery story with thrilling situations.

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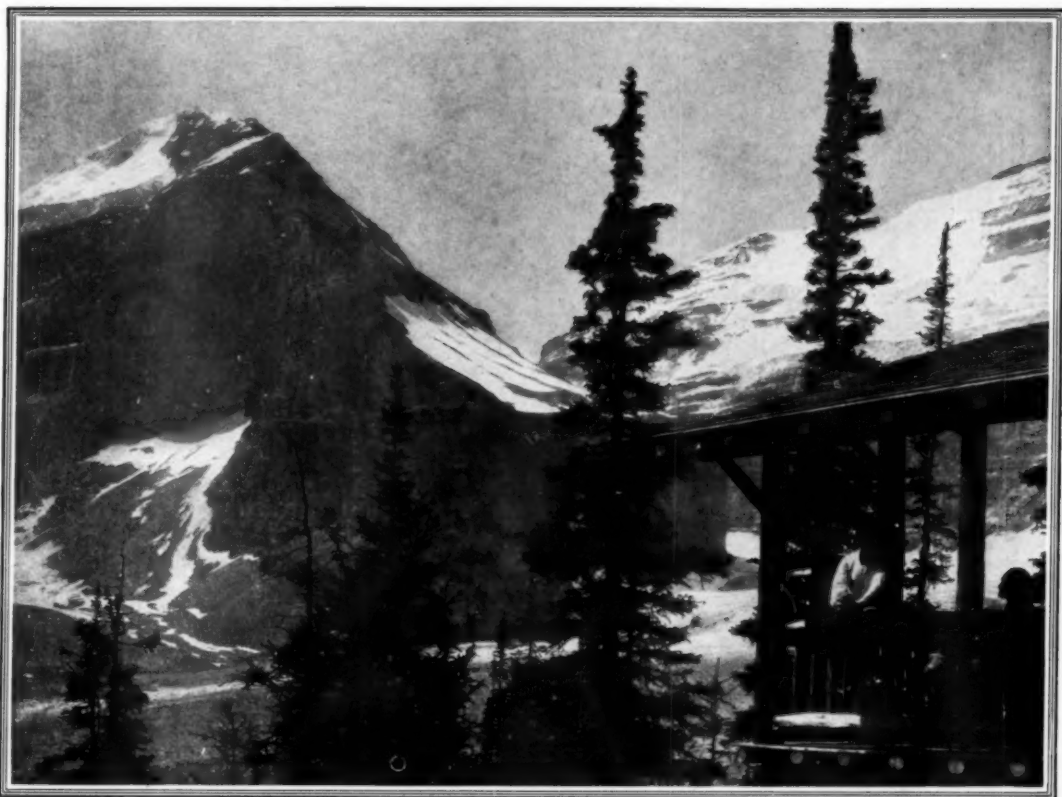
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